DOCUMENT RESUME

ED 245 577 HE 015 475

AUTHOR	Higginson, Linda C., Ed.; And Others
TITLE	Academic Advising: The Pivotal Point. Proceedings of the National Conference on Academic Advising. (5th, Indianapolis, Indiana, October 11-14, 1981).
INSTITUTION	National Academic Advising Association, Pomona, NJ.
PUB DATE	Oct 81
NOTE	111p.
AVAILABLE FROM	Thomas J. Grites, Academic Advising, Stockton State College, Pomona, NJ 08240 ($4.00).
PUB TYPE	Collected Works - Conference Proceedings (021) -- Viewpoints (120)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Advising; *Career Planning; College Bound Students; *College Students; Computer Oriented Programs; *Faculty Advisers; Higher Education; Legal Problems; *Staff Development

ABSTRACT

Proceedings of the 1981 National Conference on Academic Advising are presented, including three keynote addresses and numerous program abstracts. Titles and authors of the keynote addresses are as follows: "Advising Students about Programs and Courses" (Paul L. Dressel); "Academic Advisers--The Boundary Spanners" (Laurine F. Fitzgerald); "Legal Issues in Academic Advising" (panel of D. Parker Young, Joseph Beckham, Cliff K. Travis). Included are summaries of five pre-conference workshops, which provided an indepth study of a variety of advising-related topics. Academic advising is addressed from both a curricular and student services perspective, emphasizing the need for their cooperation and coordination. Abstracts are also included for 8 topical seminars, 6 roundtable discussions, and 40 conference papers. Topics include the following: the use of computers to assist in academic advising and career guidance, adviser training and staff development, advising the undecided students, advising minority students, advising the adult student, advising disabled students, the evaluation of academic advising, and student developmental stages. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PROCEEDINGS

ED245577

"Academic Advising: the Pivotal Point"

FIFTH NATIONAL CONFERENCE ON ACADEMIC ADVISING

October 11-14, 1981
Indianapolis, Indiana

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE015475

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Thomas L. Brister
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Sponsored by
National Academic Advising Association
(NACADA)

Hosted by
Ball State University

P R O C E E D I N G S

of the

5th NATIONAL CONFERENCE ON ACADEMIC ADVISING: "ACADEMIC ADVISING: THE PIVOTAL POINT"

Linda C. Higginson, Kimberly D. Cohen, Eric R. White, and Judith F. Aronson
Editors

Barbara J. Ormsby and Susan H. Garis
Technical Assistants

The Pennsylvania State University

Conference

Sponsored by

National Academic Advising Association (NACADA)
and

Hosted by
Ball State University

October 11-14, 1981
Indianapolis, Indiana

National Academic Advising Association

February 1, 1982

Dear Advising Colleagues:

The National Academic Advising Association is again pleased to provide you with a quality publication of its Conference Proceedings. The major addresses, the individual programs, the "Idea Exchange", the topical seminars, and the roundtable discussions all provided the conferees with a variety of exciting discussions, useful materials, and proven methods for improving advising services. These summaries are made available in this document so that you will be able to review them, apply them in your own advising program, or seek assistance from these colleagues in the design of new advising techniques and strategies.

I think you will be stimulated by the keynote remarks of Drs. Paul Dressel and Betty Fitzgerald, who addressed the relationship of academic advising among several campus constituencies. All advisors will find the remarks by Drs. Young, Beckham, and Travis most informative; this may be the only printed resource on the legal issues in academic advising. I am extremely pleased with the level of quality our Conference has provided in its major presentations; these have certainly maintained that quality.

On behalf of the NACADA Officers and Board of Directors, I wish to express our sincere thanks to all the presenters, who made the Conference a great success, and to Dr. Linda Higginson and her Penn State associates, who produced this publication. We urge you to share it with your colleagues and use it as appropriate for providing better academic advising to your students.

Sincerely,

Thomas J. Grites

Thomas J. Grites
President

TG:m

NACADA LEADERSHIP 1982

President:

Thomas J. Grites
Director of Academic Advising
Stockton State College
Pomona, NJ 08240
(609) 652-1776, x503

Vice President:

Sr. Margaret Ann Landry
Director of Advisement & Retention
Marymount Manhattan College
221 East 71st Street
New York, NY 10021
(212) 472-3800, x567

Secretary:

Charles W. Connell
Assoc. Dean, Arts & Sciences
West Virginia University
Morgantown, WV 26506
(304) 293-5800

Treasurer:

Wesley R. Habley
Director of Academic & Career Advising
120 Schofield Hall
UW - Eau Clair
University of Wisconsin
Eau Clair, WI 54701
(715) 836-3487

Immediate Past President and President Emerita:

Toni B. Trombley

Institutional Representatives

Multiversity:

Virginia N. Gordon
025 West Hall, University College
The Ohio State University
1050 Carmack Road
Columbus, OH 43210
(614) 422-0646

Public University:

Cheryl J. Polson
College of Home Economics
Justin Hall 306
Kansas State University
Manhattan, KS 66506
(913) 532-5510

Private University:

Reginald L. Browne

Geographical Representatives

Region 1:

Judith L. Sanford
Assistant Academic Dean
Pine Manor College
Chestnut Hill, MA 02167
(617) 731-7000

Region 2:

Joseph F. Metz, Jr.
Dir. of Undergraduate Advise. Center
University of Maryland
College Park, MD 20742
(301) 454-2731

Region 3:

Carl M. Chando
Center for Student Development
Scates Hall 107
Memphis State University
Memphis, TN 38152
(901) 454-2062

Private College:

Bruce Herrick
Director of Academic Advising
Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-5200, x132

Church-Related College:

Michael C. Keller
Director of Academic Advising
Aquinas College
Grand Rapids, MI 49506
(616) 459-8281

Public College:

David W. King
Assoc. Dean, Arts & Sciences
State University of New York-Oswego
Oswego, NY 13126
(315) 341-2156

Two-Year Junior/Community College

James T. Moore
Coordinator of Academic Advisement
Jefferson Community College
Louisville, KY 40201
(502) 584-0181

Region 4:

Michael E. McCauley
Academic Adviser & Asst. Professor
Ball State University
Muncie, IN 47306
(317) 285-6266

Region 5:

Carol R. Patton
Director of Undergraduate
Advisement
Texas Christian University
Fort Worth, TX 76129
(817) 921-7486

Region 6.

J. Richard Arndt
Director of Advising Services
California State University-Fresno
Fresno, CA 93740
(209) 294-2924

Region 7:

Linda Nieman
Dean's Office, Arts & Sciences
Kansas State University
Manhattan, KS 66506
(913) 532-6904

Newsletter Editor.

Billie C. Jacobini
Office of General Academic Programs
Southern Illinois University-
Carbondale
Carbondale, IL 62901
(618) 453-4351

Journal Editor:

Edward L. Jones
B-36 Padelford Hall, GN-10
University of Washington
Seattle, WA 98195
(206) 543-7547

Journal Managing Editor:

C. B. (Bob) Darrell
Department of English
Kentucky Wesleyan College
Owensboro, KY 42301
(502) 926-3111, x146, 185

Editors' Introduction

It is our pleasure to present the Proceedings of the 5th National Conference on Academic Advising.

Five principal sections comprise this record of the Conference: General Sessions, Pre-Conference Workshops, Topical Seminars, Roundtable Discussions, and Paper Sessions. The Table of Contents lists titles for all presentations made, along with the names of all presenters. The material recorded in the Proceedings has been provided by the presenters, and the author(s) of this material is(are) designated. Editors' summaries for Paper Sessions, adapted from original program proposals, are provided when presenters have not made their own summaries available. Such adapted summaries are marked with an asterisk (*) in the Table of Contents. In a few instances no summary could be developed from a presentation. Summaries are presented alphabetically, according to the name of the first presenter listed in the Conference program.

Linda C. Higginson, Kimberly D. Cohen,
Eric R. White, and Judith F. Aronson
July, 1982

FOREWARD

This collection of program abstracts from the Fifth National Conference on Academic Advising at Indianapolis reflects the multidimensional nature of the academic advising process. The Pre-Conference Workshops provided an in-depth study of a variety of advising-related topics. The principal speakers discussed academic advising from both a curricular and student services perspective, emphasizing the need for their cooperation and coordination. The Panel on Legal Issues provided an excellent overview on advising and the law.

The Topical Seminars gave Conference participants an opportunity to share ideas on important advising issues and topics. The Roundtables on the last morning also provided a vehicle for exchanging ideas and techniques.

At the heart of any Conference are the concurrent paper sessions. A broad spectrum of subjects were presented by faculty advisers, administrators, career counselors, and professional full-time advisers.

We are indebted to all those who contributed to making this such a successful Conference. We hope these Proceedings capture some of the excitement and the essence of the expertise of the professionals who attended.

Virginia N. Gordon
Chair, Program Committee
Fifth National Conference on
Academic Advising

Contents

		Page
	President's Message	iii
	NACADA Leadership 1982	iv
	Editors' Introduction	vi
	Foreward	vii
I.	General Sessions	1
	"Advising Students About Programs and Courses", *Paul L. Dressel*	1
	"Academic Advisers--The Boundary Spanners", *Laurine F. Fitzgerald*	9
	"Legal Issues in Academic Advising" (Panel), *D. Parker Young, Joseph Beckham, and Cliff K. Travis*	17
II.	Pre-Conference Workshops	31
	"A Human Development Approach to Making Educational, Career, and Life Decisions", *Walter W. Adams*	32
	"Discover I & II: Career Guidance by Maxi and Micro Computers", *Joann Bowlsbey*	33
	*"Modes and Models in Designing and Implementing A Successful Advising Program", *David S. Crockett*	33
	"A Computer-Assisted Approach to Advising Administration: Designing Your Own Program", *Erlend D. Peterson and Gary L. Kramer*	35
	"A Creative Approach to Academic Adviser Training: Individually and in Groups", *Lowell Walter*	35
III.	Topical Seminars	36
	"Advising the Undecided Student", *J. D. Beatty, Carol R. Patton, and Eileen McDonough*	37
	"Advising the Minority Student", *Robert C. Clayton*	38
	"Adviser Training and In-Service", *Kitty Corak*	39
	"Advising for the Future", *Thomas J. Grites and Michael E. McCauley*	40
	"Advising the Adult Student", *Thomas J. Kerr*	42
	"Advising for the Liberal Arts", *Margaret Ann Landry and Brian L. Schnarr*	42
	"Evaluating Advisers and Programs", *Beth Ann Pleins*	42
	"Advising Students in Academic Difficulty", *Doris Turner and A. Lester Roberts*	43

Page

IV. Roundtable Discussions 44

"Current Legal Issues Affecting the Role of the Academic Adviser", *Joseph C. Beckham*. 45

"Model Programs for Specialized Advisement", *Dennis Devlin, Mary Joyce VeVerka, Ada B. Thomas, Carolyn Jones, and Charles Sorensen* 45

"Training Future Advisers - Academic Advising Credit Courses for Graduate Students", *Virginia Gordon, Dan Wesley, and Joan Morgan* 46

"Advising Ideas for the Older Adult Student", *M. Eileen McDonough, James Anderson, Julie Fellers Hook, Terry Johnson Chambers, and Carol S. Layne* 47

*"Model Advising Program Ideas for Retrenchment", *Godfrey Roberts, Walter R. Earl, Charles S. Powell, and Theresa M. Reddy* 48

"Developmental Advising - Theory Into Practice", *Ethel Feike, Sara C. Looney, and Judith L. Sanford* 49

V. Paper Sessions 50

"Student Adviser/Ombudsperson at Temple University", *Faith N. Abbey* 51

"Aiding the Retention Process - Assisting Disadvantaged Students with Selecting a Major and Appropriate Career Options", *Mary Smith Arnold* 52

"The Two Edges of Advisement: Report of a National Survey", *Josephine C. Barger and Robert N. Barger* 52

"Ripple-It", *Cheryl Beamer and Lin Brummels* 54

"The Mentor Advising Program" Mapping the Way for Nontraditional Students at a Commuter Campus", *James E. Blodgett, Lester C. Lamon, and Karen LaMar-Clark* 55

*"Staff Development for Providers of Student Services", *Wanda D. Bigham and Terry G. Blong* 57

"Educational Advising at the Work Site: Stimulating Worker Interest in Education Through a Network of Educational Advisers", *Ivan E. Brown* 57

"The M.A.S.H. Unit - An Advising Intervention to Raise GPA of Suspended Students", *Kitty Corak* 58

"Peer Advisers: Earning Academic Credit Through Training and in the Operation of a Student Outreach Center", *Thomas A. Corigliano* 60

*"Johnson's Decision Making Model: An Overview of the History, Methodology, Research and Application", *William C. Coscarelli, JaDean Johnson, Jerry Stonewater, Sharon Shrock, and Barbara Ferrell* 61

"Using the ACT Student Profile Report (SPR) in Academic Advising", *David S. Crockett* 63

"Perspectives on Advising: The Pivotal Points Between the Professor and the Professional", *Beverly Davis, J. D. Beatty, and B. J. White* 64

Page

"A Lively Approach to a Deadly Subject: Faculty Adviser Training", *Roberta Linnenbrink George and James Herbert George, Jr.* 66

"Educational Planning Workshops: A Group Advising Program for College Students Undecided About Their Curricular Program", *Reginald Green* 66

"What You've Always Wanted to Know About Advising Disabled Students", *Richard W. Harris and Jeannine Harrold* 67

"Eastern Kentucky University's Nova Program: A Holistic Approach to Undergraduate Academic Advising", *Nancy S. Hindman, Jennifer D. Riley, and Jacqueline R. Maki* 68

"Learning Styles: A Pivotal Point for Retention and Career Decision Guidance", *Jeannette Jenkins* 69

"Attrition: Who is Leaving Voluntarily and What Happens to Their Counterparts Who Stay", *Charles A. Judge* 71

*"Midlife Career Changing: Implications for Career Counselors in Higher Education", *Alex Kacen* 72

"Publishing and Prospering in Academic Advising: A Panel", *Marie J. Kilker, Lyle Kraft, C. B. Darrell, Diane Tinsley, and Bob Clayton* 73

"Utilizing an Accreditation Model to Evaluate Academic Advisement", *Gary L. Kramer, Beverly Chynoweth, and Larry Taylor* . . 74

"Subconscious Characteristics of the Coordinator-Adviser Interaction", *Howard C. Kramer* 77

*"Pivotal Career Decision Points and Student Developmental Stages: Hazards and Opportunities", *Dean LaCoe* 78

"A Nontraditional Approach to Pre-College Counseling", *Malinda McDaniel, Ella Faulkner, and Patty Powell* 80

"Dealing with the Masses - Individually", *Keith H. MacDonald, Patricia Monahan, and Mary Lou Riccio* 81

*"The Academic Adviser: Humanist and/or Huckster?", *Joseph F. Metz, Jr. and Thomas K. Allan* 81

*"A Structured Career Exploration Program for Undecided Students", *Joseph F. Metz, Jr. and Mac Saddoris* 82

"Advising with 20/20 Vision: Improving Student Retention by Using Learning Styles Information in Academic Advising for High Risk Student Populations", *Janice A. Nisbet and Virgil E. Ruble* 83

"Advising the Disabled: The Shady Side of Sec. 504", *Wanda Oakey, Karin Lanchester, and Richard Oakey* 85

*"Using Fieldwork to Train Paraprofessional Advisers: Everyone Benefits", *Marilou Osinske* 86

"Metamorphosis: Helping Advisers to Become Change Agents", *Lynn Pawlicki and Charles W. Connell* 87

*"Interpreting Tests and Placing Students: Conceptual Strategies for Academic Advising Dilemmas", *Thomas Redmon* 88

"SO YOU EXPECT TO GRADUATE IN JUNE--An Advising System to Validate Graduation Requirements", *Doris C. Rosenman* 89

Page

"Academic Probation: A Student Profile", *Peggy C. Smith and Clyde Jacob* 91

"Hearing How Students 'Make Meaning': Listening Through Perry Ears", *Jerry K. Stonewater, Karin Lanchester, and Wanda Oakey* . . . 92

"Developing a University-Wide Handbook for Faculty Advisers: How to Start and How to Finish on a Limited Budget", *Phyllis M. Thomas and Julie S. Foret* 93

*"Academic Advising of Student-Athletes: A Model Program for Participants in Intercollegiate Athletics", *James R. Tootle* 94

"Assessing and Renewing Undergraduate Advising Effectiveness at Gonzaga University", *Anthony T. Wadden* 96

"Parallel Programs: Academic Advising and Career Counseling", *Lois K. Wark* 97

"Profiling Your Freshmen: Basis for the Pivotal Point", *Eric R. White and Linda C. Higginson* 98

I. General Sessions

"Advising Students About Programs and Courses," Dr. Paul L. Dressel, Professor of University Research, Michigan State University. (The following text is a modification of Chapter 12 in Paul L. Dressel, Improving Degree Programs, San Francisco: Jossey-Bass, Inc., Publishers, 1980.)

Student advising--especially in its relationship to teaching and program planning--presents a series of problems and concerns that must be addressed if courses and programs are to serve their purposes in preparing students for living, learning, and working. The decisions involved in relating programs to individual abilities and aspirations reflect conflicting values. Consequently, coordination of curriculum or program change and advising in improving the education of students will require continuing administrative concern and action.

The typical faculty member quite naturally views a curriculum or a program as a series of courses based largely on selected discipline content, and (s)he regards the disciplinary proficiency of the professor as the chief consideration in designing and packaging courses into a degree program. Students are not expected to grasp the significance of courses other than as a body of content, nor are they expected to understand how courses are sequenced and integrated into a program. Student course and program selections are made with the aid of an adviser, but the choices are limited by distribution requirements, by credit hour regulations, and often--especially in applied fields--by specific course requirements. In this conception of student program planning, the adviser's role is strictly limited. The adviser should know the requirements and should enforce them upon students. Beyond this, (s)he helps to guide the student through a maze that even the adviser does not fully understand, either in its rationale or its policies and rules. Deviations require approval by some agency or individual other than the adviser, and the wise adviser therefore avoids deviations in the interest of efficiency. Students are widely regarded as too immature and too uncertain about their goals to have a vital role in planning. Occasionally, if flexibility permits, an adviser may undertake to assist the student in building a program around specific interests, but then soon finds that adequate information is lacking. The adviser finds that constrained flexibility for individualized student programs is a difficult goal to achieve in a faculty-structured and discipline-based curriculum. Advising is caught up in a no-win situation in a culture predominatly devoted to content coverage, the departmental-disciplinary orientation, and a reward system that, at least in the universities, has little to do with the quality of either teaching or advising.

Except for the appreciation of students, there is little recognition and no reward for the adviser who encourages deviation from standard patterns. There may even be reprimand and retribution for unusual or extreme deviations. The reward system remains in the discipline and the department. The faculty assignment to advising is a chore. Poor advising may earn a relief from the task. Though disdaining advising as a meritorious task, departments insist upon retaining the function because it provides access to new students and the opportunity to recruit majors. Control of the advising responsibility by departments also wards off a central counseling or advising

system that might draw resources from the departments. Despite the difficulties and hazards involved, there are some exceptional advisers whose rapport with students and whose grasp of the intricacies of the curriculum and its career implications result in excellent advising. However, my observations suggest that such faculty members are unlikely to remain long as advisers. They find the task both time-consuming and frustrating. Furthermore, the abilities exhibited by a good adviser are likely to attract attention and assignment to other chores.

I am convinced that the lack of good student counseling and advising and the dominance of the pattern of a choice determined by the existing range of majors and professional programs are major factors in the high dropout rates of many institutions. But I am equally convinced that the repeatedly used techniques of orienting advisers through short-term workshops, and arranging visits of businessmen to campuses and of faculty members to business, will not solve the problem unless faculty members also become aware of the career relevance of their disciplines. It is essential that we have alterations in policies and practices in our colleges and universities as they relate to advising, teaching, the curriculum, and program planning. If advising is to become and remain a challenging task, advisers must be granted some authority in approving deviations in old programs and planning new and idiosyncratic ones.

Alterations in Policies and Practices

The needed alterations in policies and practices would eliminate the dominance of departments or other program units over the definition of course and program requirements. The rules, policies, and rigidities that reinforce this domination at present should be replaced by general principles providing flexible structures and guides for students and advisers. The curriculum array and the programs drawing upon it should be developed and regularly reviewed by interdisciplinary or college-wide study groups. More information should be provided on the courses and programs, and students should be given greater flexibility and opportunity for individualized programs. The following policies are intended to be exemplary rather than definitive, and any such statements should in themselves be regarded as subject to interpretation and alteration by advisers under justifiable circumstances.

Policy No. 1. All published degree programs should be developed by interdisciplinary committees or task forces that include representation from the departments or units providing the courses. For example, in a liberal arts college, programs involving disciplines in the social sciences would be developed by task forces made up primarily of representatives from the social science departments but would include at least one carefully selected faculty member from each of the other divisional groupings, such as the sciences, humanities, and arts. Programs would then tend to emerge as arrays of courses across departments. This would eliminate the departmental major as the primary factor in the undergraduate program and require that some other integrating principle or concept be identified. Programs could be developed on the basis of a theme, a career focus, or a combination of courses from several disciplines that are or promise to be of considerable composite significance in the future.

Policy No. 2. Provide for individually planned programs. Emphasize the opportunity for students and advisers to plan such programs and indicate that this is the preferred pattern, although some students may prefer a rather traditional disciplinary-based program. Even when selection is from formally approved and published programs, student options should be increased by minimizing specific requirements and by generally regarding program outlines and specifications as suggestions or examples.

Policy No. 3. Require all teachers of a course to become thoroughly grounded in the relevance of the course content to other courses and to particular careers. Teachers would then be authorized to modify the course as necessary to maintain or even increase its practical relevance. Some sacrifice of coverage may be necessary in order to achieve the deeper or broader understandings desired.

Policy No. 4. Provide for each course a detailed course outline or syllabus for review and comment by curriculum committee, other faculty members, advisers, and students. This course syllabus should provide in detail sufficient information so that advisers and students can select among courses to build a program with reasonable insight and with some certainty that the rationale for selecting the program will be fulfilled by the actual experience. The syllabus should indicate options in content coverage, application, or learning experiences that are available to students within the course.

Policy No. 5. Focus all program planning, published or individualized, on objectives, competencies, and outcomes as the basis for specifying content and learning process. This policy need not de-emphasize knowledge. Rather, it is based upon the conviction that acquiring knowledge is fundamental in any program, but that any attempt to define a course or a program by content coverage without regard for utility and application casts doubt on the worth of the content for personal and career development.

Policy No. 6. Require liberal education experiences for all students. The choice of words here is deliberate. The intent is neither to suggest specific distribution requirements covering several disciplines nor to prescribe a core of general courses. Rather, the intent is that liberal education be defined by competencies transcending disciplines. Experiences that involve and foster such competencies should be included in various courses (whether regarded as vocational or liberal) and be made specific in the course description. Either demonstration of competency or reasonable involvement in a sequence of experiences and ultimate demonstration of competency should be apparent in every degree program. There is no single prescription for attaining a liberal education, and there is no course or discipline that cannot contribute in some measure to a liberal education. Neither is there any course or discipline that can assure a liberal education impact for all.

Only if program planning accepts the possibility of motivating students to become deeply involved in and responsible for educating themselves is it possible for students and their advisers to make wise choices and build programs from course units. Unless policies such as these can be introduced, advising will remain, as it is in most institutions, a perfunctory series of

contacts with students in which the adviser is obligated to inform the student of rules, regulations, and requirements, approve the current schedule of the student, and, at appropriate intervals when grades are reported, congratulate or offer condolences to students.

Were such policies as these to become operative, students and advisers would have an opportunity to work out unique programs. Adequate information is provided to do this. The task of the adviser becomes significant. I suspect that many individuals currently serving as advisers might not like or function well in this open system. Some could not be trusted to do so in that they would too readily yield to student whims. The question then arises of how to select, educate, and reward advisers. A quick review of past practices indicates that they are not likely to suffice. In many institutions, the advising function has been handled differently for freshmen and sophomores than for juniors and seniors. Assuming that initial indications of a major by an incoming freshman are subject to alteration by dropout, death, or change of mind, and that the first two years are filled with general education and required courses, freshmen and sophomores are advised by most any faculty member available. In some colleges, I have heard the boast that every faculty member is an adviser. This policy is equivalent in significance to that of several major universities that require every professor to teach freshmen. This may be good for the professor, but is it good for the freshmen? It may be instructive to faculty members for each to have some advising experience, but it may be disastrous for the student if the faculty member is uninterested in curriculum matters and knows little about general requirements and nothing about courses other than in his or her own field.

Undoubtedly, at some place and time, advisers have been evaluated and perhaps rewarded. However, I have never found a formal plan for so doing. I have found institutions that paid a small additional stipend to advisers or granted a slight reduction in teaching load when the number of students advised was fairly high. I have also found a few instances in which advisers were given a few dollars for entertaining advisees. I once directed a faculty advising program involving about 100 faculty members, each having from 50 to 100 advisees, and all being granted a 50% reduction in teaching load. As might be expected, some of these advisers (as advisers) were impossibly busy, and some had very little to do. Despite a continuing training program, the situation did not improve much, and the costs were disproportionately high for the results attained.

Advising simply has not been recognized as a critical task requiring both commitment and skill. An additional stipend for the extra work of advising rather misses the point. In fact, it only underlines advising as an extra task of relatively low status--somewhat like teaching a noncredit evening class for adults. The small allocations for salary or entertainment also raise questions about similar allotments for other faculty functions and services. Overload payments completely miss the fact that time spent in one function is almost invariably withdrawn from another. Since advising is quite low on the list of priorities in the academic world, an extra stipend for advisers is inadequate to compensate for the time required and the loss of prestige that might otherwise have been attained.

The addition of the advising chore to full-time teaching usually means that the teacher has no time for acquiring the necessary background adequate for the advising task itself. The teacher actively interested in the career implications of his or her discipline has the potential for being both good adviser and good teacher, although either could be a full-time job. Paying individuals for full-time advising becomes unduly expensive, and it is a guarantee that the adviser will have neither faculty status nor stature with the academic faculty. This anomalous status is a precursor of difficulty for the students. The hiring of full-time counselors (using the title counselor to designate individuals whose degree work is in that field) is also expensive and poses the same problems with regard to interaction of counselors and faculty.

There are definite advantages attached to faculty status, teaching experiences, and involvement in faculty committees. Whereas advisers of the typical faculty disciplinary orientation seldom know much about other disciplines and little or nothing about careers, counselors may know much about the latter and little about the former. Moreover, many counselors regard counseling as a form of psychological or psychoanalytic therapy dealing with personal problems, trauma, marital or sex concerns, and nonacademic difficulties. Among these are special demands for drug counseling, abortion counseling, rehabilitiation, financial counseling, and counseling for the handicapped. Such counseling needs are obvious but do not relate immediately to teaching and curriculum matters as perceived by the faculty. For these various reasons, solving the advising problem by hiring a group of full-time counselors who deal primarily with academic and vocational problems is unlikely. However, good advising will certainly identify students requiring counseling. In fact, bridging the gap between today's specialization in counseling and the faculty disciplinary orientation is a major challenge and task of advising. One pattern attempts to solve much of the routine advising through the faculty advising role and a number of coordinating advisers with academic background who hold title (and achieve status thereby) as assistant or associate dean. The adviser with faculty status is much better situated to feed student views and problems into discussions and policy formulation regarding teaching and curriculum. The administrative title also grants sufficient autonomy to develop individualized programs that transcend the usual restricted and rigid program.

The second pattern provides a three-echelon approach to advising. At the first level are selected faculty members who are effective in dealing with young people and willing to spend sufficient time to understand the institutional programs and acquire some sense of the range of careers related to various programs and majors. At the second level are individuals associated with deans' offices who have sufficient status and authority to make modifications in programs and arrange combined programs across departments and colleges. These individuals should have sufficiently close relationships with professional counselors--the third level--to enlist their cooperation when required. Psychiatry may be required as a fourth level in a few cases, but deepseated psychiatric problems may be detrimental to learning.

Another possible solution to the advising problem is one that I have heard discussed but never seen in operation. This pattern uses a combination of individuals with academic background and faculty status who have

demonstrated particular interest in young people and success in working with them and who are willing to spend some time in preparing for advising work. These individuals are organized into groups of five to ten, with an academically oriented counselor coordinating the activities for each such groups and serving as a resource to deal with more complicated personal problems. In a small college or moderate-sized university, such a group of individuals might function at the all-institutional level. In larger universities, in which each college may itself be a unit of some size and embrace a number of relatively unrelated programs, the organizational unit for advisers will be at the college level but will still need to have some all-university coordinator or unit from which advisers and individuals can obtain help in planning programs that draw upon several colleges. The implication involved in any such pattern of organization and staffing is that advising is seen as an important assignment. It would be viewed as a special task force or service demanding abilities and interests transcending those of the department and discipline.

Career Advising

The relationship of undergraduate education to career development has been and will continue to be present in any discussion about curriculum and advising. Because the department is regarded as the unit for offering both courses and programs, and a liberal education is erroneously thought to be attained by taking courses distributed over several disciplines, attempts to solve the career problem have almost invariably involved add-ons. Special courses on career development, expansion of the placement office, adding a vocational counseling office, and the preparation and dissemination of vocational materials exemplify the add-on approach. These additions increase costs but accomplish relatively little because they do not solve the problem of relating a liberal education to the world of work. Indeed, I believe that it is impossible to do so as long as the disciplines are taught as organized bodies of content having little or no relationship to reality and presented as though all students were headed for graduate study. As earlier suggested, the most potent force for changing this situation would be to have the continuance of courses depend on their appeal to students and advisers as useful units in career-related programs. Because of the career-planning function of advisers, I believe there is merit in continuing teaching assignments for advisers. Courses that provide an orientation to various professional or vocational fields and demonstrate the relationship of liberal education competencies to various career fields are especially appropriate. Such courses would develop the nature of the discipline and pursue the application of the concepts, structure, and modes of inquiry of the discipline as used in several fields. Liberal education is concerned with values, and values are also of primary concern in all vocational and career fields. Indeed, the difference between performing in a humanistic fashion in any job and performing a job in a rote way without regard for individuals is a matter of personal value commitment. Senior integrating seminars bringing together the insights that students have achieved over a span of years in college and relating these to current and continuing problems are also valuable courses that are appropriately taught by advisers.

Although I have never found any corroboratory evidence, I have long suspected that lack of continuity in advisory contacts is a significant factor in student dropouts, discontinuities in attendance, and apathy about college continuation. College attendance, especially in liberal education programs, provides no clear goal and has no obvious relevance to the future. Advisers and students, recognizing the short duration of their contact, see little advantage in expanding it. Neither has any set of expectations for the other, and hence there exists no basis upon which the continuing adviser contact can become a mutal bond encouraging continuance--especially when the student's current program provides no coherence or career prospects. If advisers were selected because of their interest and competency in assisting students, and if each adviser maintained contact with his or her advisers for the entire undergraduate program, a continuity and cumulative impact would be generated that could have beneficial effects for both students and institutions. If education could be interpreted to students as a valuable and cumulative experience relative to later living as well as to a career, dropouts and discontinuities in attendance might be reduced. Even if they were not, a strengthened advisory program in which students achieve a vision of the composite nature of the total program and its possibilities would ease the strain of withdrawing and returning to school for both full-time and part-time students. If education is indeed to be a continuing lifelong process, the individuals who engage in it must have some sense of the significance and of the sequence of courses selected to achieve desired goals. In many ways, good advising may be a more critical and more significant academic function than teaching.

Problems with Career Advising

One of the problems with any new educational model is that there are many people against it. Some faculty members are likely to view a move in the directions just discussed as a softening of the educational process and as requiring additional resources that will deprive the faculty of possible salary increases, new program development, and other benefits. Those who have long decried the organized disciplines as providing any satisfactory means for education and have emphasized education as personal development may view the continued demand for substance and for relevance in terms of career as contradictory to their own concern for education as a process of personal development. Those who have made a strong plea for the role of student personnel programs in higher education are likely to see this model as infringing upon their own prereogatives. In rebuttal to all of these concerns, I would suggest that it is difficult to achieve a well-rounded education from an educational experience compartmentalized by the existence of discrete noncooperating or even competing units. Indeed, the separation of academic and student personnel programs has provoked a dichotomy such that some students have had to choose between student activities and primary commitment to their academic program. The advising-focused model here suggested would not unite these separate units and the various extant philosophies of education into an integrated whole, but, if career planning is made an integral part of the educational process, there is at least the prospect that a sense of unity could be restored to the undergraduate program. If students could be assisted by advisers to engage in significant learning and development and realize that these processes, whether provided in

courses or in nonacademic experiences, are intimately interwoven with their hopes and aspirations after college is over, both motivation and performance might increase.

Questions can be raised about the costs and effectiveness of this model relative to its success in achieving the desired results. I doubt that the costs would be excessive if some competing or overlapping student personnel functions were eliminated and if class size were maintained at a reasonable level. The real problem in exploring such a model lies in the reluctance of individuals, whether academic faculty, student personnel worker, or some other type of functionary, to change existing patterns. We have become so accustomed to assuming that an educational problem must be solved by inserting another office or function that any fundamental change that questions this conception will be difficult to achieve. Even the foundations seem more likely to support new or add-on services and functions than the reshaping of the fundamental operations and services.

I believe that the major reason for the failure of our complex, although always inadequate, evaluation efforts is that we have expected a range of outcomes from college attendance but have organized the college experience in ways unrelated to the results that we would achieve. Thus the desired results are fragmented and invisible to students and faculty. It is not surprising that most of the desired results are also invisible when an attempt is made to evaluate them. Process and produce are interrelated. So are structure and content. The college or university cannot be structured to suit the faculty, student personnel workers, and coaches and, at the same time, achieve as effectively as it should the results desired by students and society.

Finally, let me state as a personal conviction that offered a choice between

1. excellent teaching and poor (or no) academic advising based upon career development

and

2. mediocre teaching (which is indeed the present predominant pattern) and excellent academic advising

I would unhesitatingly select the latter.

"Academic Advisers--The Boundary Spanners," Dr. Laurine F. Fitzgerald, Dean, Graduate School, University of Wisconsin-Oshkosh. (Dr. Fitzgerald's complete text follows, having been edited only for clarity.)

I want to acknowledge the very fine, cogent comments made by Dr. Thomas A. Kalvaynski, Assistant Provost of Ball State University. The concerns for students and the concerns of students which he articulated provide a focus for academic advising for professional educators. If every institution had at least one spokesperson in academic administration who was as articulate, and who could be supportive of the concept and practice of academic advising, there probably would be little need for this national meeting. NACADA's growth would be static, and post-secondary education would not be in a "discovery mode" re the importance of your work. However, this is not the case.

Too often there is little or no orientation to "the advising function" provided for new teaching faculty, curricular matters are assumed to be provided by the "orientation folks" in student affairs or "handled" at the time of admissions, or there is unspoken dependence upon informal peer "advising". A review of the history of higher education neatly reveals the low stature initially placed upon academic advising, and for good reason...initial participants were destined for the clergy, and the curriculum evolved to include the professions of law, engineering, and later, medicine. Advisement, as such, was not a dificult matter, and the Adviser most frequently was also responsible for the entire curriculum...the President, later the Registrar. The exponential explosion of institutional offerings in the past-secondary sector of this nation is matched only by the complexity of academic advising for the multiplicity of consumer populations.

The opportunity to share some concerns with this group stimulated a renewed interest in academic advising on my part, and resulted in an immediate study of the topic of centralized academic advising (which has been researched) and a careful consideration of the practices typically followed by general advisers, and also program directors at the graduate level. Although the leap to graduate students may seem foreign to a few of you, the graduate student of the '80s is very much akin to the undergraduate student of the past two decades...individuals who are upwardly mobile and seeking greater depth of study and/or new professions. We encounter the displaced teacher, the former management executive, the "newly single" homemaker in middle-life crisis, and the 21 year old who has deferred decision-making to the post-undergraduate level...all seeking "academic counsel" as they enroll and select curricula.

Boundary Spanning: A term originally utilized in management theory which refers to organizational roles within defined and budgetary units, permitting an individual to work in more than one unit or subsystem within the organization. The individual is considered a member of more than one identifiable and identified units because of the spanning or crossing of the boundary or parameter of the employment unit and a single work role. The concept expands our understanding of a dual appointment.

In academic life the parallel for faculty members might be a joint initial or evolved appointment on a .50 FTE basis between social work and

educational psychology, or between English and journalism, where the assignment is viewed as permanent, the contribution welcomed, and full participation is accorded to the individual. In student services a member of the residence halls staff may also be employed in financial aids, or a counselor may teach in the psychology department...boundary spanners provide the opportunity for participation in two defined tasks or functions, in two or more aspects of the activities of the institution. It seems to me that academic advisers represent classic models of expanded boundary spanning--across multi-disciplinary lines, impacting curricular decisions and curriculum development, career planning and placement, serving orientation and retention programs, and articulating campus-wide and sometimes community referrals.

Boundary spanners provide information on a bi-modal basis, at least, and also serve as representatives of the one or more units. Academic advisers process, on a simultaneous basis, the latest curricular information, career trends and placement realities, and represent the academic "major" to the student. With this expanded horizon of activity comes concomitant stress or stresses. Perceptions of students, of faculty groups (i.e., departments or other academic clusters being represented), of full-time faculty (who may not perceive the full dimension of the centralized academic advising role as relevant or as important as the classroom function) may impact self-perceptions of advisers, causing behavior shifts contrary to common practice.

However, academic advising--especially centralized advising--is rapidly ceasing to be an innovation, and advisers on some campuses already may be encapsulated in their own boundaried units. There is some evidence that faculty groups on campuses with long traditions of centralized advising are resentful of discussions about the return of the advising function to the teaching faculty. In a similar fashion, academic advisers are sometimes resistant to refer or to consult because of a vested interest in the student and the unique shared responsibility for individual academic planning. There appear to be few point-in-time similarities between and among campuses, although the general trend, best represented by the interest and increasing membership in NACADA, seems to be toward generalized and centralized academic advising for the first two years or first-half of the undergraduate experience, and toward a coordinated advisement system for identifiable clusters of students as they move toward degree completion. The definition of "centralized" advising varies widely between campuses.

In fact, we may consider the current status of academic advising akin to that of the relatively new printer's symbol, the INTERROBANG. The Interrobang is a single and simple indicator of something incredible...it is a combination, or overprint, of the question mark with an exclamation point. To visualize the Interrobang, begin at the bottom of the question mark, using the same "dot" at the bottom, then continue upwards on the bottom stem of the question mark, but extend (upwards) the broader stroke of the exclamation point into the semi-circle of the top loop of the question mark. This is a legitimate and authentic printer's symbol, one of two changes endorsed after 210 years, and only recently utilized although endorsed in 1967. The single element is to replace the multiple use of question marks and/or exclamantion points, and it denotes an incredible situation or statement, or pivotal

point. Many of our academic institutions are at a pivotal point in financing, in staffing, in meeting curricular obligations, and perhaps in academic advising. As academic advisers, you combine the elements of instruction, counsel, information-giving, identification with the institution and professional staff, and you span the boundaries of "the system" in providing services to students in a unified manner.

The President of NACADA, Thomas J. Grites, has edited one of the first definitive works on academic advising, utilizing ERIC documents, and in conjunction with AAHE. In my role as doctoral dissertation adviser for Richard P. Baxter, cited for his 1969-71 study of the emergence of centralized academic advising functions in professional schools, I again noted the role of the single-focus school or college (typically business or engineering) as the initiator for centralized advising in the contemporary sense. Historically, in this nation's post-secondary education, centralized or focused advising has been closely allied with professional schools and with single-purpose curricular offerings. The emergence of liberal arts, general education, or individualized study leads to decentralized advising, usually by an individual faculty member. We are now emerging from several decades of educational and economic support for the generally and liberally education, and as we move toward greater focus on the relationship of education and employment, with specialized or pre-professional or professional education uppermost in the minds of students and their parents, we see the rapid development of centralized advising.

In many cases, the centralized advisement is staffed by faculty members and staff members who have established reputations for "relating well with students"--faculty members who have channeled time and their energies toward the advising relationship, and academic staff, many from student or human services, who are known for generalist skills and student groups advising. Initially, these individuals may maintain their boundary roles, each having a special relationship with two or more major academic programs, though slowly moving toward more generalized advisement as students, too, become boundary spanners. By this I refer to the increasingly common practice of individual students wishing to have two or more certifications (if teaching is a goal), two or more "majors", or combinations of academic disciplines with subjects such as economics, marketing, journalism, computer science.

"Boundary Spanning", when self-defined as duality, can have serious and devasting impacts, especially from the faculty and staff point of view. For the non-tenured or for the limited contract academic employee, serving two distinctly different interests can be self-defeating. The well-educated and dual-skill area new faculty member who assumes two part-time departmental appointments is well-intentioned, well-utilized, well-regarded. However this faculty member may not be tenured or retained in a period of instability or retrenchment, when staff renewals depend upon student credit hour (SCH) productivity, and a combination of departmental service, committee assignments, publications, and so on. Vested interest becomes just that--vested. In contrast, in the case of academic advising, the vested interest is in the student...orientation, adjustment, decision-making, academic performance, retention, successful completion.

That status relationship between student services personnel on the dean of students' staff and those faculty and staff who serve students as academic advisers is uniquely similar. Regardless of the history of the institution, the stated philosophy of education, the location of the campus, the age of the "parent" college, or the rankings of the athletics teams...there is a visible but unstated "status" accorded to the functions assigned to faculty and staff within the aegis of "education". Nonclassroom and nonfunded research activities are not regarded or accorded the same status as the full-time faculty member's activities. Further, within the activities circumscribed by the concept of "faculty member", we must accept the general notion that "advising" was and is something that anyone can do, that completion of the advanced and discipline-oriented degree and assumption of teaching responsibilities somehow prepares the new faculty member to "advise" students. The advent of centralized advising removed this time-consuming and low-status activity from many faculty schedules. It did not, however, change the status of the activity in the collective faculty mind.

The resurgence of orientation concerns, retention activities, and the remarkable growth and development of this national organization and others with similar purposes are clear evidence of the importance of the activity at the administrative and management levels of our post-secondary institutions. By organizational patterns, we may have the opportunity to witness the changing status and power accorded to advising students at all levels. Creation of centralized advising, the linkages of advisers with other offices within the institution, (e.g., admissions, career planning, housing and financial aids), the involvement of academic advisers in academic retention committees and with developmental education speak for themselves. The literature of the profession frequently speaks of academic advisement centers as "the Registrar's right arm".

Many consider academic advising a "powerless" profession, and nothing could be further from the truth. Centralized advising, and decisions by individuals who advise have unique collective power within the curriculum. I believe this is the reference to the "Registrar's Arm" frequently noted. Selections of general education classes, suggestions for electives, election of physical education or "equivalent" courses--all contribute to the filling of classes. Within established guidelines, academic advisers can redefine the curriculum. As you assess study skills and other academic tool skill levels, your referrals to developmental programming can assist, build, sustain or withdraw support. Centralized academic advisers collectively can be the Retention Officer. Two recent articles in the Journal of College Student Personnel, authored by officers in this NACADA organization, speak directly to the role of advising in retention, from an admittedly different point of view from that just expressed. In any event, advising--good advising--can reduce attrition. As an academic planner you can increase, maintain and reduce SCH for colleges and impact the competition between and among departments, divisions, colleges, and majors. As an educator you impact student decisions; as a manager and administrator your impact is exponentially described. How many boundaries do you, can you, should you span? Is it possible to describe or explain the influence which it is possible to exert as an academic adviser?

In assessing the power and scope of academic advising, perhaps the Catastrophe Theory developed by Dr. E. C. Zeeman has practical and workable

implications. One of seven elementary models described initially to explain the catalytic role in chemical reactions--the "Cusp" Theory--seems to have the greatest application in the collegiate sector and for academic advising. Again, let me use words to describe a visual model of unexplained, and in this case, social "change". Imagine a series of undulating or folding pleats or ruffles...the "action-reaction" surface. At the lower, or outer edge, is the "ruffle" or pleat, at the upper end is the flattened edge of that pleat, or a relatively smooth surface. The Cusp theory is unique in that it provides for a two-dimensional action-reaction, without the algebraic notion that we typically encounter (e.g., if action occurs in a right to left manner, then there is an equal reduction in right to left). The Cusp theory accounts for two and non-linear actions. The Catastrophe Theory, Cusp Model, can graphically explain and describe a dramatic change in curricular patterns, in enrollment figures and economic factors, and, in the results of particularized academic advising, as an example.

Figure 1

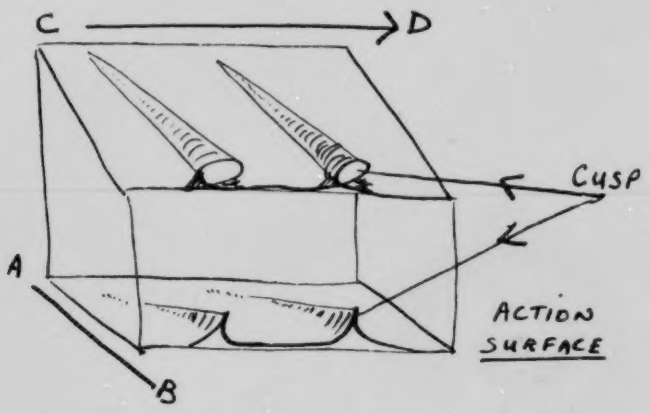
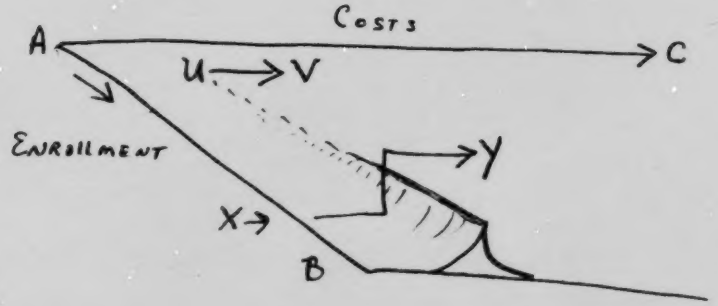


Figure 2



ACTION / BEHAVIOR SURFACE

This model is offered as a result of personal curiosity about cross-discipline applications of this theory. The majority of cause-and-effect models are based upon a smooth, and dependent relationship between variables in which continuous levels of change in one dimension lead to similarly smooth change levels in another. Catastrophe Theory is a method to display discontinuous processes and changes in structure and response (useful in complex organizations, i.e., collegiate institutions). Catastrophe Theory describes situations in which continuous changes in one variable may produce discontinuous changes in another vector. The theory is based on the principle that systems including a wide variety of forms can be graphically described by a relatively smooth (top) surface of equilibrium. The breakdown of the surface, or disruption, is called a "catastrophe". Such a catastrophe could be the impact on the higher educational institution such as (1) the shift in a mathematics education major to computer science and (2) "transfer shock" as experienced by the student.

Figure 1 describes the "ruffled surface" resulting from the undulating cusps...while the behavior or action surface appears to be smooth. Moving from A to B moves the impact of that decision further toward the "cusp", accordingly as C to D is enacted (the second variable), the degree of impact is variably determined according to the initiating point on the A to B vector.

Therefore, (Figure 2) if an established mathematics education program with falling or stable enrollment shifts (A to B at mid-point) to a computer science major to obtain more students, an unanticipated cost factor A to C can occur almost immediately due to the need for microcomputers, cards, computer time, etc. (X to Y). Similarly, any reduction in total curricular offerings from a broad liberal arts curriculum to a more closely defined professional curriculum can produce an "unexplained" catastrophe in a trajectory of costs, enrollment and staffing implications, which could be described as Y to X. A brand new program, which does not utilize currently enrolled students or retrained faculty or existing equipment (U to V), can be described in a predictive manner since it is less likely to encounter "cusps" in early stages, or until enrollment builds (A to B).

This two-dimensional model has interesting ramifications for observable (and oftentimes difficult to explain) behavior. Another example might be "transfer shock". A student may or may not respond according to the anticipated academic performance, depending upon the prior institution, the student's personal maturity, chosen major, intelligence, and so on.

A freshman enters at point A (Figure 2) and progresses to graduation, point C. A transfer student enters as a sophomore or junior (close to point B, senior status) at point X and immediately encounters a cusp--arriving at point Y after one semester--not a smooth transition.

Perhaps you can utilize this model to assist students in academic planning or in your interactions with faculty, as they project curricular modification that you question as a "clinical hunch", Catastrophe Theory merely graphically indicates disruption in an understandable form. In the event that economic or political factors impinge upon the planned continuance of advising as a centralized function, utilize the Cusp aspect to demonstrate the possible impact on student curricular planning, on retention, etc. (Y to X as an example).

Boundary spanner academic advisers have informational access, and therefore shared power, in the management of higher education institutions. Curricular erosion is a quick and clear sign of collegiate dry rot--when SCH generation takes precedence over quality and cohesive programs of education. A national trend is reflected in most institutions...a redefinition of liberal education, a withdrawal of support for liberal education and the humanities, and a redefinition of general education. Nationally, there is a concern for the quality of education and the competencies reflected in the high school diploma. What can you assume about a graduate of an accredited high school in terms of the assumed science and mathematical knowledge, the understandings of the human condition, the awareness of the social sciences, English as a tool subject, an awareness of another language or culture, or general maturity expected of the legally determined adult? Has the awarding of the high school diploma signalled "commencement" as an adult who is well educated or well prepared?

An adaptation of the "SPAN PLAN" developed at Purdue University is the final "mini-model" which may be of assistance to academic advisers. Again, your mental imagery is requisite. From left to right, draw a straight life line. Individuals under the age of 20 are projected to live to nearly 100 years of age, in reasonably good health and with the physical and intellectual vigor of a 65 year old in good health today. At the beginning of this horizontal line, place a small vertical line to indicate birth. A short distance to the right (a quarter of an inch), place another vertical line for kindergarten. You can project when the first ability test, reading readiness test, interest test might have been administered; eighth grade or sixth grade graduation and some decisions about the "pre-college" track of courses. High school graduation is another short vertical line. Our college student has now been chronicled to the age of 18, within the projected lifetime expectancy of 100. You can place vertical lines for changes of major, transfer of institutions, drop-outs and stop-outs, full-time employment, marriage, children's birth, geographic moves, and re-entry to higher education. Planning for the span of lifetime activities of adults in our culture is an integral aspect of academic planning, certainly demonstrating "boundary" spanning.

Many of the active participants in higher education appear to "talk" or write about the so-called nontraditional returning adult and education in descriptive terms, with greater success than performance or experience may support. The entire area of the returning and mature adult student, the re-entry of students over 40 years, remains well described. However, this area is under-researched and with spotty demonstrable results. The human services for students--including nonintellective aspects of admissions, financial planning, residence life, campus transportation, "student activities", health services, insurance and other special service programs--classroom instruction, and academic advising are all geared for the 18 to 25 year old. A unique article was published in the September 1979 Journal of College Student Personel entitled "A Septigenarian in the Sequestered Halls of Higher Learning". This descriptive article chronicles the computer generated letters and regulations encountered by a 74 year old former university educator as he returned to formal undergraduate collegiate education as a student. Courted by the ROTC and fraternities, hounded by insurance companies, pitied by freshman students who wondered why he had no

"bib overalls", bedeviled by creative writing instructors who expressed concern that his stories had no sex and drug themes, and threatened by residence staff who noted he was living off-campus illegally, this author made a strong comment about the structuring of collegiate education for an age-grouping, with less appropriate and adjustive mechanisms for the returning adult. How have academic advisers tailored their activities? Can the boundary of age be spanned as easily as race, gender, or geographic background implications? Studies by Astin, and a recent doctoral dissertation by Deldin report that nontraditional (adult) students who are dissatisfied with the post-secondary experience most frequently note that additional or better academic advising would have been helpful. Maturation and sophistication of student groupings do not satisfy the need for qualified and appropriate academic advising.

The topic of your annual conference appears to be right "on target". Academic advising is the pivotal point, for student retention and satisfaction, for faculty and curriculum development and balance. It may be that the concept of centralized academic advising is at a pivotal point within your institution. Academic advisers, as entities, could be at a critical pivotal point in the acceptance of professional skills and services or in the development of a professional body of skills for implementation. The highly professional publication, the NACADA Journal, will have a positive impetus in the recognition of advising services within the educational context; cost benefits will be addressed at an early stage within each institution. If economic concerns remain paramount, centralized advising will phase down. However, demonstrated cost-benefits to the institution by academic advising will be a significant persuader. Accessing and processing information to students, and dissemination of benefits and results of quality academic advising to the institution will be necessary.

It is not your role to define and describe the incoming student. However, you know the student, far beyond the descriptive profiling. Because of boundary spanning you have better insight into level of preparation, in contrast to test score performance. Informing faculty about anticipated performance beyond test scores will be helpful information for classroom interactions. What can you share about student life styles, aspiration and inspiration levels? How far can you project insights about the young people who will be in the classroom? The realities of coping behaviors extend beyond concern for students. Contributing survival is a concern for academic advising, as an art, beyond an add-on to a typical faculty teaching load.

Boundary spanners, pivotal people who are academic advisers, may stem the tide of erosion of curricular integrity which is becoming visible in the liberal arts. Academic advisers must interact responsibly with students and instruct campus managers and faculty about the living-learning nature of their students. By utilizing the concept of Catastrophe Theory, we can anticipate or describe some uncommon results we all observe. To span the boundary of information and access may be your next pivotal play in the instructional game of our post-secondary collegiate challenge.

"Legal Issues in Academic Advising" (Panel). Dr. D. Parker Young, Professor of Higher Education, University of Georgia; Dr. Joseph Beckham, Associate Professor and Senior Research Associate, Institute for the Study of Higher Education, Florida State University; Mr. Cliff K. Travis, University Counsel, Indiana University. (Complete texts of each panelist's remarks follow, having been edited only for clarity.)

Remarks by Dr. D. Parker Young

I am indeed honored to have been asked to be with you today. At the University of Georgia, where I work, I spend a lot of time in our law library. I do so because I teach in this area, and quite frankly, I live in a publish or perish world.

I have found that the law can be very technical. In all of my publications I try to brief court cases so that educators can understand them. You look like a very sharp group this morning, and I am sure you could read some of those court decisions and understand them the first time around. But sometimes I have to read the decisions several times before I can fully understand them and put them into language that I think most educators can understand.

This morning I also want to avoid the technical aspects of the law so that we can all understand what we are talking about. Since 1968 I have been reading and briefing both state and federal cases. Over this period of time I've found that the trend in court decisions has changed somewhat. The trend today is more toward cases involving academic matters rather than cases involving students; student disciplinary cases are especially occurring less frequently. Students are beginning to look very seriously at the decisions that we are making in the academic arena. They are challenging those decisions when they feel there is no real justification for them. There is also no lack of cases involving employment issues. It is absolutely imperative that educators, regardless of their positions, know the basic legal parameters within which they can make decisions and take actions. When Virginia Gordon [Conference Committee Chair] contacted me and asked me to speak to you this morning, she asked that I give a general overview of some of the issues in higher education that would be pertinent to everyone, regardless of whether or not they were in academic advising. She said there would be all different types of people here--some who are strictly in academic advising, some who wear "two hats", some who are student personnel administrators, and some who are strictly academic administrators. Therefore, I am going to give a general overview of some of the things of which I think you ought to be aware, and particularly point out ome of the basic parameters regarding liability. In a later session, Joe Beckham is going to present in great detail some of the legal issues affecting advising.

We say that we strongly cherish the concept of academic freedom. That concept has had a long history in both European and American colleges and universities. If higher education is going to remain that free marketplace of ideas that we say it is, then that concept must remain healthy and vibrant. But, along with every freedom is the responsibility not to abuse or misuse that freedom. Today, I think there are many who are quite willing to charge

that we have too often stood behind academic freedom to cover up for some alleged, arbitrary decisions and arbitrary treatment of our students. We see this today in the multitude of court decisions which affect every aspect of the academic arena. Today there are relatively few students demonstrating on our campuses. Where are the battles being fought today? They are being fought today downtown in the court room.

I think our students are just as concerned as ever, but today they are more concerned with finances and especially with the quality of campus life. They are calling for academic responsibility to be a partner with academic freedom. I think most of all they are calling for a concern for the worth and the dignity of the individual. Many of our students today have a fairly high degree of sophistication in regards to legal concerns, and it seems that they are quite willing to go to court today when they think that some decision has been arbitrary or capricious or presents some barrier to their academic goals without any apparent justification. The confrontations today on campus are increasingly between students and faculty, rather than between students and the administration. In the academic arena, all the prerogatives of the instructor and educator have long been held to be hallowed ground and courts have been very, very reluctant to enter into this area. Even today the courts are somewhat reluctant to enter into that area, but they will do so if there is some evidence of arbitrary or capricious treatment toward the student. The most recent court decisions reflect a growing judicial sensitivity toward the recognition of student rights in the academic arena.

One of the first things of which you ought to be aware is that in the academic arena it doesn't make any difference whether you are in a public institution or a private institution. There is a great difference between the two when we talk about many issues. But in the academic arena of both public and private institutions, a contractual relationship exists between the student and the institution. The basic provisions of the college catalog, the recruiting brochures, the various bulletins, the student handbook, etc.--become a part of a contract between the student and the institution. The institution sets forth certain requirements for continuance in programs and for graduation. If the student does not live up to those standards, the institution is under no compulsion to grant that student a degree. But on the other hand, if the student does live up to those standards that we outlined to him or her, then we must grant that student a degree when s(he) completes those requirements.

There are a number of court decisions which point out this contractual relationship. It is even possible for a student to enter into a contract with the state to offer a program. Fairly recent decisions have involved students who have been enrolled in programs which were dropped because of lack of money, etc., and thus the students were left with no program and, in some instances, could not transfer credit into another program. The federal courts have ruled that it is a contract between the student and the state to offer the program. Either damages will have to be given to the student, or the institution will have to continue to offer the program. Also, there are a number of cases where students have been advised to take certain courses in order to meet certain requirements for graduation. As the students approached graduation, however, the faculty changed graduation requirements, and the students were allowed to graduate. The courts have actually ordered institutions to grant degrees. There are even cases where medical schools

have been ordered to grant degrees to students when they have been mistreated. A very recent case in Oregon illustrates that students are really concerned that they receive what they pay for. In one of the Oregon community colleges a student was told that, if (s)he would enroll in one of their technical programs, (s)he would be highly qualified to enter the job market. When (s)he finished the program, (s)he said "Wait a minute, all of the equipment that you promised to be in this program wasn't really there; it was on order; it never came." The student has now gone through the state courts, and the Oregon Supreme Court has upheld a $12,500 judgment against the institution for misrepresentation. The point is that we can't make promises that we can't deliver.

Another point I'd like to make is that different colleges (different divisions, different departments) within a university can have different rules and regulations as long as there exists a reasonable and rational basis for those different rules, regulations, and standards. Normally, students will satisfy the degree requirements that are in effect at the time of their entrance to the institution. Certainly, we can make changes; we can modify our changes as we go along. But if we make drastic changes, requiring students to stay at the institution an additional year or additional semesters, courts are not likely to show us much sympathy. It is appropriate and desirable to have statements saying that as of a certain date all entering students must fulfill certain requirements.

Today people will go to court for almost anything. In Washington a woman went to court because she was dismissed from a law school because of academic deficiencies. She charged that she had not been warned that she might possibly fail. She said that "When I entered this institution, my grade point average and my test scores were slightly below the average of those students who graduate from this institution. Therefore, you should have warned me that I might possibly fail." She lost the case for, of course, it's obvious that people might fail when they enter into institutions of higher learning.

We also have to watch what we publish, because courts will construe many documents to be a matter of contract between the student and the institution. One of the most recent cases comes out of Illinois. The Department of Psychology at the University of Illinois published a document which stated that students who had been accepted under an affirmative action admissions program would receive special treatment by having their course schedules adjusted and by being allowed more time to finish the program. One student was dismissed for academic deficiencies and went into court. The federal court has now ruled that the document published by the department constitutes a contract between the student and the institution. The institution had not made all of those provisions for him, and so therefore, that student must not be dismissed until he was afforded all of the services to which had been alluded in that document.

Advisers' obligations and responsibilities usually appear in an advisers' handbook or often in publications readily available to the student. Increasing emphasis on quality advising to enhance retention brings more responsibilities to the adviser. More and more advisers are not only expected to understand such things as scheduling and registration procedures and degree and program requirements, but they may also be expected to function as a

referral service or possibly as career counselors. Thus, if institutions promise such services from their advising systems, they should ensure that their advisers can deliver these services. Where an adviser did not or could not perform his/her contractual obligations, then there could possibly be liability present. Thus, institutions ought to be very, very conscious of an adviser's obligations which might be created by unequivocal statements regarding adviser's responsibilities.

Many institutions' catalogs state that the ultimate responsibility for knowing degree reuqirements rests with the student. This type of statement would normally protect advisers if they make advising errors. Generally, the adviser is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior or arbitrary or capricious treatment towards a student. I think advisers should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions would help solve any disputes over the content of previous advisement and also serve as a legitimate protection against claims of erroneous advising.

We also want to avoid the charge that we have been discriminatory in our advising. A consistent pattern of advising certain minority groups or females to take certain courses or to pursue certain fields could be construed as discrimination. The same caution holds true regarding the handicapped. The handicapped constitute another topic on which we could have a lengthy discussion. But suffice it to say that the Supreme Court has ruled in one case, in a unanimous decision, that we can look at a person's handicap; we must mainstream our students, but we are not required to drastically alter or dilute programs just to accommodate a handicapped student.

I think it is very interesting to note that there exist a couple of recent federal court decisions which have held that the state vocational rehabilitation people should assume the primary responsibility of paying for the various services that are required in mainstreaming the handicapped. The money to pay for it ought to come out of their budget rather than the higher education budget. I suspect we are going to see many more cases regarding that particular issue.

Another thing of which you have to be aware is the Buckley Amendment. I won't go into this in great detail, but you ought to be aware that students do have a right to access, a right to see all of their official files that are kept on them, and a right to challenge information in that file. Certainly, we are not allowed to divulge any information to others unless there exists a legitimate need to know. There are times, in trying to do what is best for a student, that we have to talk with other people about the student. We need, however, to be careful of what we say about students. Certainly, if there is a real need to talk about our students with others, then discussions should be held in a confidential and professional manner. If there exists a legitimate need for the discussion and if conducted in the in the proper manner, there certainly won't be any problem concerning defamation. To determine the appropriateness of a confidential discussion, an adviser should simply ask if such a discussion would serve the best interest of the student. There are times when students come to us, and particularly to advisers, with personal problems. Normally, these ought to be kept confidential. There are some

times, however, when a student might tell you things such as "I broke up with my girlfriend/boyfriend last night. Life holds nothing for me anymore, and I'm just going to commit suicide." Or the student may come to you and say "In Professor Smith's class, my work is certainly equal to or better than all these other students in there, and they all got A's and I got a C. I'm just going over to shoot him." When students tell you things like this you ought to report that information to the appropriate person such as an intended victim or a next of kin.

Another issue of which you ought to be aware is the concept of due process. I'm not going to pursue that topic in detail, but you ought to know that students have a right to notice and hearing prior to their dismissal for any sort of disciplinary action. However, the courts have not yet said that we have to afford the same degree of due process when students are dismissed for academic deficiencies. I think that an institution would be wise to implement a grievance procedure which provides some sort of committee to hear student complaints regarding instructors, academic decisions or any alleged mistreatment. I think that the implementation of this academic grievance committee would not open a Pandora's box with a proliferation of complaints by students. Rather, I think that educators would maintain a more responsible attitude towards the student, particularly in the classroom. The students would more clearly understand their responsibilities. The channeling of grievances through an appointed committee would formalize a fair and reasonable procedure which does not exist today on many campuses.

I think there are two elements which have combined together to cause a great increase in the number of academic affairs decisions. One of these, of course, is the arrival of consumerism on the campus. Students want to make sure that they get what they pay for and that they get what we promise them in our various publications and oral presentations. The other element is the fact that most of our students today are legal adults. I don't want to imply that once a student reaches the age of majority that (s)he is going to file a law suit. But I think that legal adults are much more concerned about finances. Since students are clothed with all of the responsibilities of that status, I suspect that they, in all probability, will be more zealous of their rights. The ultimate in consumerisum is the liability--the personal liability that you and I may possibly face--and also institutional liability. I want to shift gears just for a moment and point out just a few of the basic parameters regarding liability. Today when somebody takes you to court, (s)he is really asking for four things: (s)he is asking for a court order to order you do something or to refrain from doing something, (s)he is asking for actual damages; (s)he is asking for punitive damages; and (s)he is also asking for attorney's fees as well.

There are two types of liability of which you ought to be aware. One is the old, traditional tort liability. A tort is defined as a civil wrong indpendent of contract, for which the courts will provide a remedy in the form of action for damages. We are not talking about a breach of contract here. A tort is some wrong independent of contract. There are a number of torts, but in higher education we are concerned primarily with two--negligence and defamation. Many tort suits are brought in higher education, particularly regarding negligence. Negligence may be defined as conduct falling below a prescribed standard for the protection of others. Defamation is a tort which

holds another person up to hatred, disgrace, ridicule, or contempt. The torts of libel and slander are based on defamation--libel being written defamation, slander being oral defamation.

Public institutions in most states enjoy what is known as governmental or sovereign immunity. However, the trend in this country is toward the abrogation of sovereign immunity to some degree. Many states have now allowed suits to lie against the state and against state institutions, in such areas as proprietary functions (i.e., functions that are normally carried out by a private, profit-making corporation). A couple of court decisions throughout the country have now ruled that big-time college football constitutes a proprietary function. Therefore, in states where those types of suits are allowed to lie against the state, those injuries coming out of that situation could possibly be grounds for a lawsuit.

Even though public institutions may have sovereign or governmental immunity, you and I as individuals are not clothed with that sort of immunity. You and I are personally responsible for our actions; we can never escape that responsibility. All educators need to realize that the law recognizes three basic duties that we have. One is to provide adequate supervision. I realize that most of the groups for which we have responsibility are legal adults. Still, some of our students may be minors, and I don't think we can ever fully escape the responsibility to exert a minimum degree of supervision for our students. The second basic duty that we all have is to provide proper instruction. That particularly falls in the area of the laboratories, the classroom, and the physical education classes. If we don't fully or properly instruct students about how to do something, and then they are injured as a result, we might find ourselves on the end of a lawsuit. The third basic duty that we have is to make sure that all of the equipment and facilities that we use are kept in a state of reasonable repair. That doesn't mean that you and I have to personally repair all the equipment or facilities that we use, but we ought not to be negligent in reporting repairs that are needed. If ever you are charged with negligence, your attorney is going to try to raise two defenses for you. One is going to say that the individual assumed a risk when (s)he engaged in the activity, and the other is that the individual himself or herself contributed to the negligence.

There are numbers of cases that I could tell you about, but our time is fairly short. So let me move on. I do, however, want to make one important point. When you take groups on any sort of field trips, you ought to make sure that you take all appropriate and proper precautions. Before you leave make sure that you attend to anything that ought to be considered concerning the safety and welfare of the students. You have to take all proper and appropriate precautions before you take groups on any sort of field trip. Make sure you get students to sign waivers of liability. Certainly, you are not going to get people to sign away their liability regardless of how grossly negligent you may be. But at the least have them sign waivers of assumption of risk forms, because that allows your attorney to successfully raise the defense of assumption of risk if there is a suit ever filed against you.

I said earlier that we have to watch what we say and write about students. We don't want to be like the professor on my campus who charged, a couple of years ago, that one of our students was a thief and a liar and that

he was in trouble with the Internal Revenue Service. The accused student was found innocent and he, in turn, brought suit against the professor for defamation. The case went all the way to the Georgia Supreme Court, and ultimately the professor was stuck with a $200,000 defamation suit.

The other type of liability that I'll quickly mention to you is civil rights liability. There is an old, 1871 civil rights law which says that every person who is acting under color of state law, custom or usage, who causes the deprivation of somebody else's rights will be held personally liable. I think most of you in the audience are employed by public institutions, so you are covered by that law. As far as private institutions are concerned, you never know until after the fact whether or not the institution is going to be declared to be engaged in what is known as state action. If that turns out to be the case, then you would be subject to the same parameters as those employed by public institutions. In 1976 Congress passed the Civil Rights Attorney's Fee Award Act. Under this act, if someone alleged that you had deprived them of their civil rights--that is, rights secured under the federal constitution or rights secured under federal civil rights laws--then you could also possibly be held liable for attorney's fees as well. A lot of people have called that the "Lawyer's Relief Act of 1976". Suffice it to say that I read no cases today involving alleged deprivation of civil rights without the plaintiffs in the cases asking for attorney's fees as well.

Since June 25, 1980, instead of talking about civil rights, we can talk about federal rights. On this date the United States Supreme Court said that the old, 1871 civil rights law really applies to any federal law and not just simply constitutional provisions or provisions in civil rights laws. The United States Supreme Court has said that educators can be held personally liable in those instances when they make decisions or when they take action and they know they are violating somebody's rights. For instance, a dean knows that in 1981 (s)he can't walk up to a student and say "I'm sorry son, I just don't like the way you wear your hair, you'll have to pack your bags and go home." (S)He would, of course, be held personally liable in such a situation. The Supreme Court has said that you would also be held liable in situaions where you reasonably should have known that you were violating somebody's rights. Certainly, the president reasonably ought to know that (s)he cannot dismiss a student editor just because the editor writes an editorial about him/her in the student newspaper which is not very flattering to the administration. There are numbers of court decisions regarding civil rights deprivation. Suffice it to say that today we are really living in a legalistic society.

We are also dealing in risk management. I think there are some things that we can do to minimize or manage the risk. First, no matter what we are doing--whether we are advising, whether we are involved in student personnel administration, or whatever--we ought to make sure that we live up to the standard of care that is required for the position. We ought to always take proper precautions--you ought to make sure that if you are the dean your science teachers post safety rules for the laboratories, and so on. I think there are also times when we have to weigh the risk. Sometimes you might have to run the risk of a law suit. But if you act in good faith, have a good factual basis for your decision and feel it is the right thing to do, then I think the chances of your successfully being sued are going to be very, very slim.

Many times you have to sign forms or contracts and when doing so you should always make sure that you sign with your official title. Therefore, you become an agent of the institution, and you are not just out on your own, so to speak. I think that you should have your attorney review any changes that you may make in your rules, your regulations, your catalogs, your handbooks, your recruiting brochures, and so on. Also, you should have your attorney review any changes made in your policies and procedures. I think you ought to install grievance procedures. I think that is one of the best protections we have, particularly in the new area of sexual harrassment. Tnat is another topic entirely, but I think that if we have grievance procedures installed, the courts will look favorably upon that situation, they are probably not going to interfere in most cases until the individual has exhausted those grievance procedures.

I think one of the best ways to minimize or manage the risk that we face today is to know the legal parameters within which we may act and make decisions. How do you keep abreast of that? There are several ways. Of course, you attend sessions such as this, and you attend the next sesion with Joe Beckham. Also, there are other seminars which you can attend. Your faculty ought to be made aware of basic legal parameters. I think I probably speak to as many faculty groups today as I do groups of administrators, because today a lot of administrators are becoming very aware of the fact that their faculty also ought to know the basic parameters within which they can operate. That saves the institution, and also the individual faculty member, a great deal of grief--"an ounce of prevention is worth a pound of cure". Of course, there are a number of publications that you can read to stay abreast of the law.

It is true that we do live in a legalistic society, and we are forced to consider the legal consequences of everything we do. I think probably the best advice that we can utilize is to treat others as we would like to be treated. I think that if we follow the Golden Rule, chances are, we are not going to find ourselves on the end of many law suits. If you will follow that rule, I think you will create and maintain those policies and practices which respect the worth and dignity of the individual. By doing so, I think that you will help to create a better world in which the incentives for legalism are reduced and where the rights, freedoms, and responsibilities of all are respected.

Thank you very much for inviting me to be with you today.

Remarks by Dr. Joseph Beckham

To set the stage, I'd like to identify the participants. I've been spending a lot of time talking with the members of this organization. I'm very impressed with the knowledge that you have as professional practitioners. This convinces me, in part, that the real reason you are here is not so that you can identify what your potential legal liability is. Rather, you want to determine what the aspects of liability are so that you can use that as leverage when you return to your campuses. You want to induce your faculty and administrators to recognize that if they don't cooperate with you, they will be sued.

One participant in the sort of problems that you are involved with is the attorney. I leave it to Cliff Travis to define the role of the university attorney in these kinds of problems. But I will mention the attorneys first by way of a lawyer's joke attributable to an anecdote about Abraham Lincoln. Lincoln is supposed to have traveled over night in the dead of winter to attend a circuit judge's hearing. He got to the inn very late at night. Most of the attorneys had already arrived, and they were warming themselves around the fire. It was an exceedingly cold evening. Apparently, the innkeeper invited Lincoln in and said, "Mr. Lincoln, it must have been awfully cold out there." Lincoln is alleged to have said "Yes, it is cold as hell." One of the attorneys, who was Lincoln's adversary, asked "You've been to hell have you, Mr. Lincoln?" Lincoln responded "Yes, and it's pretty near the same way it is right here--all the attorneys are closest to the fire."

Another participant is the student. The student that you are dealing with today is less likely to pursue a route that would involve revolutionary zeal on behalf of an alternative outside the system. We see less 1960s radicalism on campus. Instead, we hear student demands for third party participation in collective negotiation, for the hiring of an attorney to represent students and to represent the student association. We see students lobbying before the state legislature and demanding participation in the governance of the institution. We are dealing with a different student clientele in terms of the strategies that students are using to realize their goals and ambitions. Furthermore, the diversity of students today, in terms of age and ethnic and other identification, is so broad as to compel an academic adviser to be sensitive to individual needs that probably were not issues on campuses several years ago.

A third participant is the adviser who is engaged in multiple counseling roles. You are not just providing information on the policies and programs of the institution. You provide career counseling, you recruit, and you undertake community and regional outreach. This leaves you open to legal issues related to marketing programs, as well as advising students, and there are concomitant risks associated with potential misrepresentations in each of these areas.

You appear to be engaged in numerous activities within and outside the institution that involve building services and client networks for those whom you serve. you are both service providers and managers, PR personalities, with the qualification that those roles are going to vary with the particular institutional type you represent. Here are some of the major legal issues that you may confront and some little devices that you might use either as leverage or as a method for dealing with these issues.

In most consumer protection cases (and I am now referring exclusively to cases involving allegations that you misrepresented a program of the institution or that you or the institution breached a contract with regard to the student) the damages involved are relatively slight. This means that the potential for settlement is very large. My own notion is that so many of the suits that are brought against institutions and their agents--that's you--reflect nuisance suits. They are brought by the individual who has a hot head, who reacts very strongly to what is perceived as wrongdoing, and who

challenges you and the institution through the court system. The court system is an institution that we have evolved for dealing with disputes and with resolution of conflict. There has been a rise in the number of these kinds of suits over the last few years, but they do not represent the largest number of cases. They are probably not the first priority that the university attorney's office is likely to deal with. Your role as a facilitator and a mediator in disputes can be influential in reducing the potential for litigation.

Of course, as a service provider in that facilitative role, one of your biggest programs is deciding whom you do represent. As an adviser there is a very strong tendency to want to back your advisee in certain matters. There are occasions when it is in the best interest of the institution that you do so. You perform a dual role as an agent of the institution and as an advocate for the student. In that role, it is possible for you to mediate in such a way as to mitigate the institution's liability as well as reducing the potential injury to the student. By reducing any potential injury, in terms of loss of credit hours, in terms of dismissal from the institution, in terms of loss of tuition or fees, you mitigate the potential for a legitimate legal claim because those losses are the predicate for an award of damages. Emphasize your role as a mediator to reduce the likelihood that your client, the advisee, will develop a hot head. We prefer that the person who starts with a hot head develop cold feet before deciding to contact an attorney.

Our institutional relationship to students, in particular, has changed significantly. We began with the position that we stood in place of parents in serving the student. That gave us a tremendous amount of control, because it was control commensurate with the control the parent would have in many instances. As a consequence, arbitrary or capricious action was less susceptible to what we would call judicial scrutiny. But we moved away from that notion in some cases. We began to suggest that we have a fiduciary responsibility--that we are the trustee for the institution. The beneficiaries would be the student and the public at large. Of course, this kind of conceptualization of the student-institution relationship breaks down when you begin to realize that a student may be disciplined and then expelled from the institution. What do you do when the trustee gets rid of the beneficiary? It doesn't quite fit with our notions of fiduciary obligation.

Then we went into the late '60s and early '70s, broadly defining constitutionally protected rights of students in many spheres. Institutions have adapted very effectively in developing procedures to recognize and respect the constitutionally-protected rights of students. Having done that, we now seem to have moved into the area of consumer protection issues.

We are about to move into another phase. I suspect that you will see a great deal more emphasis on institutional self-regulation. Courts will be reluctant to interfere in the area of academic decision-making, especially in those cases where there are administrative procedures to deal with problems. Institutions must evolve the kind of grievance and administrative procedures that allow students to have a hearing before any prejudicial action that might injure their reputation or inflict any kind of damages or injury on them. As long as your advising role is cast in terms of "academic advising", I would say that the most important thing you can do is to put the student on notice of what institutional policies are, no matter how arbitrary they might appear. This suggests that you need to have written policies and that you

need to emphasize those policies. One message you can convey to faculty colleagues who disdain the academic adviser's role is that the greatest risk of liability may be the failure to properly inform students of the institution's procedures and academic requirements.

Consider a few legal constructs which, if they don't stand you in good stead in any other respect, will permit you to engage in lively cocktail conversation with colleagues and attorneys. The first construct is reasonable prudence. Reasonable prudence refers in large part to concepts of tort liability and negligence. Essentially, reasonable prudence means that we try to determine the appropriate standard of care for your performance, based on what we would expect of a reasonably prudent person. First, reasonable prudence would require that you act in good faith with an absence of malice. Second, that you hold out as having only that level of ability to provide advice and counsel that are consistent with your expertise and training. Never assert that you can assist an advisee to overcome his/her suicidal tendencies. It puts you in the dangerous position of having presumed that you can provide assistance that may, in some instances, be beyond your professional capability. As a result, you may be held to a higher standard than you reasonably would be expected to meet. Now, what does that mean in terms of what you are doing? Reasonable prudence would require that you provide proper advising to the student, that you maintain adequate records, that you insure confidentiality, that you arrange for a valid evaluation of the student's academic performance, and that you avoid arbitrary or capricious action. This reasonably prudent person standard simply means that you exercise your professional judgment in a way that is consistent with the standards of performance that you are developing as an organization and as an association.

A second construct is that of reasonable reliance. This is a contract notion. I emphasize reasonable reliance because, of all the contract notions, "reliance" is both a measure of damages and evidence of a contractual obligation. If a student relies on your assertions, and your assertions turn out to be false and that student suffers some injury based on that reliance, then the institution or you as an agent may be liable. Put yourself in the student's position when you examine the written policies of the institution and your oral representations, and then think about what is reasonable for the student to assume and rely upon. Draft clear and specific policies for the institution. Emphasize periodic notice to the students of what those policies are. Provide adequate facilities and services consistent with the program that you indicate you are making available to the student. Finally, keep accurate records of these activities.

Let me emphasize this final point. If you are engaged in litigation on these questions, it is extraordinarily helpful to maintain what an attorney would refer to as an evidentiary record of what you do. Do you recall John Dean's testimony during the Watergate hearings? Dean was very convincing. He had a notebook that he referred to at regular intervals. His testimony corresponded with what had been previously known with regard to the activities of the President and his advisers. Most of his testimony was corroborated after admission of the White House tapes. If you are going to litigate, it is useful to have a record--from your own notes--of how you advised the student. Keep that personal record in order to establish your efforts to provide proper

notice to the student and to indicate that you have engaged in counseling and advising sessions with that student. You may have to refer to it at a later time to emphasize the fact that you did make an effort to be responsive and to communicate institutional policies.

Remarks by Mr. Cliff K. Travis

Let me give you a little more information about myself so that you can fit what I am going to say into the context of who I am. I am University Counsel for a large university system--we have about 80,000 students, and on our main campus we have about 32,000 students.

In the roughly 14 years since I have been at Indiana University, we have had only one case that has gone to court--and really only one situation that even approached going to court--which I could fairly define as one involving academic advising. It was not a case which probably involved the kinds of people who are among you. Most of you, I gather, are people who are regularly advisers and are not primarily faculty members. The situation did not involve people who, in my estimation, had given a lot of thought to the kinds of things that I consider to be important.

The catalog (or the bulletin) is an important consideration. Now, that is where you start when planning a program for a student who is already in the institution. You are trying to work out a match between the student's interests, the student's abilities as shown by various kinds of tests and so forth, and a curriculum which presumably leads to something--a degree or a certificate.

To the next matter. The curriculum and how it really works--knowledge of all the negotiation that goes on. Unless you come from a small, highly structured institution, you have many kinds of informal pathways. There may be deans who will waive this requirement or permit a substitution, chairpersons who will waive or permit that one. It is the friendliest atmosphere you have ever seen until somebody, and it is probably a recorder in some school, starts adding up courses and reviewing requirements and says "You have only got 34 hours instead of 40 hours counting toward your major, because this course that you took in your sophomore year is one which so nearly duplicates this one you took in your senior year that when you took this one you don't get credit for that one. Now you took it, but you don't get credit toward your major." Have you ever heard that? Now you are sitting there with such a student who is saying, "I just found out about that. It's May 15th, and commencement is in three weeks. What am I going to do?"

Of course, the institution and its publications warn the student that the enrollment in the required courses is the student's responsibility. It is not much exaggeration to state that the student is supposed to know everything in the catalog and bulletins.

But if that is so, why are many of you employed to spend time advising students? If the institution really means "Hey, here's the bulletin, you are on your own, kid, do it"--if the institution really means that--why are you there? You have got to be doing something. Things happen when that student

meets with you. You talk. Decisions come out of your conversations. If there are decisions that you have advised or have participated in formulating, how can you step back--and really, in all fairness, how can an institution step back--in a situation where admittedly (and I am saying "where admittedly") the student has fully disclosed, the adviser has understood, and the adviser has not done anything but has simply let it go on. How, at the eleventh hour, can everybody in the institution turn around and say, "Well, tough! You have to know your graduation requirements. You could have added them up. You could have found out that this course did not substitute for that course, or if you took Chemistry 100, then you could take Chemistry 200--and it's a good idea to take it--but thereafter the three hours or five hours in Chemistry 100 does not count toward your 40 hours or 120 hours." Now, the message that I want to get to you out of this is that you are, in fact, doing something.

The courts are going to look at such situations and ask--just as I have, and you started laughing when I said it--"Why are you there?" You are there to do something. The student who comes to you for advice, if you are a professional, has some right to rely upon what you tell him or her, just as the person who comes to a lawyer, or a doctor, or to a plumber has some right to rely upon what that person does or advises. You hold yourself out as an academic adviser. (Of course, the roommate may be giving better advice because the roommate took the course. The roommate says,"Don't touch it. Take it from Jones, not Smith, if you want to pass.")

Now, from the university counsel standpoint, here is what I would like to see in academic advisement. First, I like to see a situation which is pretty well organized in terms of what the academic adviser's responsibilities are. I would like to have academic advisers who speak to one another, so that you do not just sit in cubby holes, but do get together in your institutions and also at meetings like this. I believe an awful lot of learning takes place here, probably more in the hallways than from the podium. So, I want that kind of interplay. I want some kind of ability on the part of the academic advisers, when there is a problem, to tell me, "This is what we do. This is what we really do." -Not just the catalog statement. But what are the responsibilities in your office? Do you keep logs? Do you keep records? Records were mentioned by Dr. Beckham, they are very important.

Next, advisers should try to learn the ropes of their institutions--to learn how to negotiate within the institution (networking, if you want to call it that, but it is almost bargaining in a sense). I want the adviser to know his or her limits. An adviser should not say "Yes, ok", if (s)he has knowledge of one student's plan to diverge from the defined program. An adviser should send the student off, unequivocably, without any approval of a particular step--but, when appropriate, send the student off to the place where the student can get information and approval for the divergence if there is a way to get it.

This raises another point which is important--the frustration in an institution the size of many of our institutions caused by not being able to get an answer and of not even being able to get to somebody who seems capable of giving an answer. I appreciate a person who says to me, "Come back tomorrow, I'll have your answer." But often one encounters people who say, "Uh, I don't know where you go to get something like that done." They do not pick up the telephone, they don't help, they just say "Uh, I don't know."

(A digression--about common courtesy. I remember a person who sat across the hall from where I once worked. This person was not in an office that students should ordinarily have come to. But, when a student did appear the ordinary rules of courtesy did not work. "Nope, we don't handle things like that." Never, "here's the phone book, this is the office, use my phone." Courtesy will get you a good distance with most people and often will establish an environment that will reduce the persistenace of complaints and contribute to later resolutions.)

No matter how careful you may be, sometimes you are going to make mistakes. And sometimes you are not going to be able to correct those mistakes by negotiation. When you do make a mistake, in some cases you should consult with somebody first, before discussion with the student. Especially when the student knows you have erred, admit the error, for it does nothing but raise the level of frustration and anger if you keep insisting that you never said such a thing.

No one of us likes to admit that we have made a mistake. But in our private conduct we generally do admit mistakes and do not conceal or lie. Perhaps we admit error because we have the power to make amends or can ourselves apologize. But people will lie for institutions. The loyal employee will try to cover up an institutional error when (s)he would admit and try to correct and do everything (s)he could if it were a personal error. I have encountered such behavior in a number of instances. I don't know why it happens--fear perhaps--but it does happen.

Linked to the idea of admission of error, it seems to me, are other characteristics important in advising--honesty is one. The honesty of a relationship will very much influence the attitude of the potential litigant. Of course, when error occurs, if troublesome situations arise, by all means report them to whoever is your superior.

Then, I am going to suggest something that has not been touched on. Perhaps Parker Young mentioned--or at least I think he mentioned--something about risk management, preventive maintenance, if you will, preventive legal advising. We do not want to go to trial with you. As counsel, we would much rather help keep you from going to trial. It helps to have people who act as listening posts. As advisers, if you become aware of situations which do pose problems involving students, involving changes of curriculum (such as changes in curriculum or degree requirements that might impact adversely on students already enrolled in a program), see that the situation receives careful attention, including that of your legal adviser when appropriate. In some cases, curricular changes made in departments are not generally known. So, call attention to such changes when you first become aware of them, because of the potential problem they may cause.

I have listened carefully to Parker Young and Joe Beckham. They have covered many of the substantive "do's and don'ts": the curriculum, the catalog, the bulletin--those are basic--the idea of a contract, the idea of a student who is misled to his/her detriment, the student who takes action based upon this informatin and loses time, money, job. There have been cases which have awarded damages for lost work opportunity because of failure to award a degree. There are also cases in which students have been awarded tuition plus interest as damages, because of the collapse of an academic program. All of

these kinds of things can happen. Many are unlikely to happen if the institution provides advisers who are kept well informed of academic changes, who know what they are supposed to be doing, and who in good faith keep records and are kind and considerate.

The speakers who have spoken before me have very capably outlined much of the applicable law. What I have tried to emphasize is the importance of planning, information sharing and the kind of personal behavior that reduces the likelihood of a situation ever going to court.

Advising can be stressful, as can any occupation that often encounters people with problems. It is important to maintain a good relationship with your student advisees. So, my final comment is to urge you to recognize when you are becoming impatient, abrupt, and less effective. When you feel that you may advise the next student to go out and shoot the professor, get away from your desk. Walk around the building. Get a cup of coffee. The short-tempered person will generate problems. Finally, apply the Golden Rule to situations. Try to consider carefully whether, in a particular problem situation, you are treating the student as you would like to be treated in a similar situation.

II. Pre-Conference Workshops

"A Human Development Approach to Making Educational, Career, and Life Decisions"

Presenter: *Walter W. Adams, Associate Director, Lifelong Learning Program*
Appalachia Educational Laboratory (AEL)

Summary Author: W. W. Adams

Human development is approached in terms of the subconstructs of educational and career development. Further, career is made the primary focus of theory development and research because it provides direction to an individual's educational experiences. Career is therefore considered as an effective modality for the promotion of human development. In this context, the process of growth-oriented or motivated behavior is conceptualized in the form of career development tasks for postsecondary education.

Performance on career development tasks is the outcome of an individual's personal initiative exercised with respect to meeting the requirements for success as defined by each institution. Such success is contingent upon satisfactorily completing preceding tasks, possessing the elements of the new behavior required, and integrating already acquired competencies with the new competencies needed for the more complex functioning required by the current task. The sequence of tasks hypothesized for successful completion of post-secondary education and entry into the next level of career development is as follows:[1]

1. Adjusting to the college setting.
2. Establishing a career direction.
3. Selecting a college major.
4. Managing the learning process (planning and using one's time and resources to accomplish career goals).
5. Integrating learning into a career identity (anticipation of entering and working in future occupation).
6. Planning the future (for employment and related life concerns).
7. Becoming employed (negotiating a work agreement and starting to work -- this may be delayed if graduate work is planned whereupon the student may drop back to 3 and move toward 7 again in the same institution or drop back to 1 by attending another).

The precise nature of each career development task is determined by the unique characteristics and requirements of each institutional setting. Career development tasks at the postsecondary level are similar in type across relevant institutions. Yet the precise requirements of each task will vary and must be locally established. Some tasks may repeat throughout one's life (Havighurst, 1953) usually in more specialized or complex forms (for example, adjusting to new work situations as a result of promotion, advancement, or new responsibility requiring more complex performance, or as the result of employment changes or displacement).

It is further hypothesized that an individual's level of intellectual and moral development (Perry, 1970) will determine the nature of his or her response in meeting the requirements of each career development task. This

[1] Tasks 2 and 3 are addressed through the AEL College Course: Career Plannning and Decision-Making (Bloomington, IL: McKnight Publishing Company, 1980). Also, the basic elements for Task 4 (managing the learning process) involve developing new applications for the planning and deciding strategy taught in Task 3.

will involve, for a "dualistic" student, conforming to specified behavioral expectations by adding the required knowledge and skills to his or her behavioral repertoire, or for the "realitivistic" student on the same task, integrating new knowledge with knowledge already possessed and clarifying personal value. Albeit additive for the former and integrative for the latter, this constitutes the basis for personal growth and transformation.

The process of differentiation and integration -- or more popularly, decision-making -- is set forth as the psychological mechanism that gives an individual control over his or her career (life) and facilitates the desired growth or transformation. Essential to this approach is defining career in terms that are integrative with both education and human development and then developing strategies designed to facilitate overall growth through career.

"Discover I & II: Career Guidance
by Maxi and Micro Computers"

Presenter: *Joann Bowlsbey*
Towson State University and President, Discover Foundation

Dr. Bowlsbey discussed in detail career guidance systems which utilize maxi, mini, and micro computers. She demonstrated use of Discover II for session participants on actual hardware. Because the session was not taped, no summary was available.

"Modes and Models in Designing and Implementing
A Successful Advising Program"

Presenter: *David S. Crockett, Vice President, Educational Services Division*
American College Testing Program

Summary adapted by the Editors from the presenter's handouts

"Good advising programs do not just happen. They are the result of carefully developed institutional plans and commitments." David Crockett's pre-conference workshop dealing with designing and implementing a successful advising program focused on the elements necessary for the establishment of a viable advising program. A summary of the factors suggested by David Crockett to be considered in developing an institutional policy on academic advising is presented below.

1. Status and Needs. Conduct a survey of advisers, students, and administration to obtain data on strengths and weaknesses of present program and perceived need for change. Identify special advising needs of student sub-populations (e.g., adults, high-risk, honor, athletes, undeclared majors, transfers, freshmen, minorities, foreign students, etc.). *What is the state of affairs in regard to the delivery of institutional advising services?*

2. Philosophy. Develop a clear written statement of institutional philosophy in relation to academic advising. *What does the institution believe about the role and importance of academic advising?*

3. Goals and Objectives. Formulate the major goals and objectives for the advising program. *What does the institution want to accomplish as a result of the advising program?*

4. Organization and Delivery System. Decide on an administrative model for the delivery of advising services including centralized vs. decentralized, authority and accountability, relationships, etc. *How, and by whom, will the delivery of advising take place?*

5. Adviser/Advisee Responsibilities. Develop and communicate a specific statement on the responsibilities of advisers and advisees in the advising system. *What are the expectations for advisers/advisees?*

6. Student Participation. Decide on voluntary vs. mandatory participation, required contact times, and strategies that encourage adviser/advisee interaction. *How "intrusive" should the advising program be?*

7. Adviser Load. Develop guidelines on the ratio of advisers to advisees and strategies to deal effectively with adviser overload, if necessary. *What is a reasonable adviser load?*

8. Assignment of Students. Determine how students will be assigned to advisers and procedures for students or advisers to request change in assignment. *What criteria will be employed to assign students to advisers?*

9. Selection of Advisers. Decide on the criteria to be used in the selection of those who will advise students. *Should all, or most all, faculty advise or should advisers be selected on the basis of desired characteristics and/or willingness to serve?*

10. Information System. Identify the informational needs of advisers and design a system for providing advisers with relevant information on a timely basis, and in an understandable and usable format. *What are the information needs of advisers and how can we ensure that they have the information they need when they need it?*

11. Training of Advisers. Develop a comprehensive, on-going in-service training program for those involved in advising on a regularly scheduled basis. *What are the developmental needs of advisers and how might these best be addressed in an adviser training program?*

12. Evaluation. Determine how, when, and who will evaluate the advising program and individual advisers. *What are the primary purposes of the evaluation program and how might they best be realized?*

13. Recognition/Rewards. Determine what form of recognition and reward will be afforded those involved in the academic advising process. *How can we provide a tangible, meaningful, and realistic reward system to advisers?*

14. Integration. Design an advising system that uses all the various campus resources to address student needs. Develop a workable referral system. *What are the relationships between the advising system and campus resources?*

15. Funding. Identify sources of fiscal responsibility for the advising program and the necessary elements to be included in budget preparation. *What are the special fiscal requirements of the advising program and are they properly budgeted?*

16. Implementation. Identify the person(s) who have responsibility for implementation of your plan and develop strategies, time-lines, etc. to ensure that implementation is accomplished. *What do we need to do and who should be involved in the actual implementation of the advising program?*

"A Computer-Assisted Approach to Advising Administration:
Designing Your Own Program"

Presenters: *Erlend D. Peterson, Assistant Dean of Admissions and Records/Registrar*
Gary L. Kramer, Coordinator of Academic Advisement
Brigham Young University

Summary Authors: E. D. Peterson and G. L. Kramer

Computer-assisted advisement is a tool which allows students and advisers to monitor students' progress toward graduation on a continuing basis. There are approximately twelve colleges and universities who have developed computer-assisted advisement programs. These programs range from very simplified computer printout processed in a batch mode to very sophisticated on-line CRT access and immediate print capabilities.

Computer-assisted advisement programs can enhance dramatically the accuracy of academic information needed by students. With the assistance of a computer-assisted advisement program, advisers and students can quickly review a student's major, in terms of the classes completed and those deficient. Computer-assisted advisement can evaluate a student's standing at any point in the semester, so advisers are relieved of burdensome bookkeeping responsibilities and can help students with less mechanical matters such as career counseling. Computers take the brunt of many jokes, but they also provide a tremendous service by freeing people from paper work and giving them time to personally assist students.

In designing and implementing a computer-assisted advisement program, an individual might use the following tips:

1. Start small. Introduce the program in a department-by-department or college-by-college basis.
2. Proceed slowly. Phase in new services gradually rather than introducing them all at one time.
3. Introduce the computer-assisted advisement only in those departments where benefits can be immediately gained.
4. Consult with the department chairman and students before beginning, so that they feel they are part of the system.
5. Provide appropriate training with the introduction of the computer-assisted advisement program.
6. Help the department and faculty understand the benefits of introducing the new system.
7. Don't force departments or faculty to adopt the program unless they really want it. If other departments are successful, it won't be long before all department chairmen will also want to be part of the program.
8. Start immediately in planning the design. It may be many years before implementation is feasible; but the earlier the conceptualizing and planning begin, the sooner the system will become a reality.

"A Creative Approach to Academic Adviser Training:
Individually and in Groups"

Presenter: *Lowell Walter, Director of Academic Advising*
San Jose State University

Summary Author: L. Walter

The focus of this program was a presentation of the video portion of a faculty development program entitled "Academic Advising, an Individual or Group Training Program for Faculty Advisers." The video presentation was supplemented by handouts which included samples of the instructions to trainers, individual and group exercises, resource materials, and visual aids, all of which are included in the training package which is available from the American College Testing Program in Iowa City.

The presenter emphasized that these materials are planned to provide a training experience for individuals or groups of faculty. They are designed to assist those involved in academic advising to become more familiar with the process of academic advising and to master some of the skills related to this service.

The presenter described a variety of ways in which these materials can be used in creating faculty development workshops. The materials allow a maximum of flexibility when used either separately or in conjunction with other materials designed to meet local campus needs.

III. Topical Seminars

"Advising the Undecided Student"

Discussion Leaders: *J. D. Beatty*, Iowa State University
Carol R. Patton, Texas Christian University
Eileen McDonough, Barry College

Summary Author: J. D. Beatty

The topical seminar on "Advising the Undecided Student" generated a lively discussion and closed with a request to schedule the seminar again so the participants could resume discussion ended by time constraints. Hopefully, we can reassemble in San Jose and forge ahead. The discussion leaders wish to thank all participants.

The discussion centered upon aspects of the following questions:

1. Is undecided advising best placed in the hands of professional advisers rather than faculty?
2. How can the adviser of undecided students, when the adviser has a faculty appointment, have the advising effectively considered in the promotion and tenure reward system? How does the non-faculty adviser fare in the reward system?
3. How does one overcome institutional barriers when setting up an advising system for undecided students?
4. What are some of the special needs of undecided students?
5. Does the adviser have a responsibility to help the student take a realistic look at the job market for majors the student is considering, even at the risk of biasing the student against already low enrollment majors?
6. What advising techniques produce the most effective results with undecided students?
7. How can the undecided student be made aware of his/her assets/abilities and then translate them into a career choice?
8. What means can be employed to assist the undecided student to improve self-esteem and to see the exploratory stage as healthy?
9. What are the best methods for directing undecided students into decision making?
10. What are sources of up-to-date information on the job market and how can this information be effectively distributed to advisers?
11. How does an adviser balance the obligation to the student with that to the institution when the student is considering a major that is taught better elsewhere?
12. How does an advising system for undecided students balance its primary mission to advise with the wealth of potential research studies that can be mined from this extremely important population?
13. Which test instruments seem most effective in assisting the undecided student to explore career possibilities?
14. What resources might be utilized outside the campus to assist the undecided student and to assist the development of advising systems for undecided students?

15. What problems lie ahead for advising systems for undecided students? How will these systems fit into the planning for higher education in the future?

16. When should an undecided student declare a major?

"Advising the Minority Student"

Discussion Leader: *Robert C. Clayton, Director of Marketing*
Talladega College (AL)

Summary Author: R. C. Clayton

American higher education continues to recruit and enroll large numbers of minority students. This diverse population of Black Americans, Asian Americans, Hispanic Americans, and Native Americans enter varied colleges and universities which have differing advising styles. In many colleges and universities, the advising of majority students needs improving, so one can understand the additional problems that minority students face. At some institutions, the academic advising program for majority students is satisfactory, but minority students are expected to "get the swing of things." Only a few institutions have adequate advising programs for majority and minority students. All institutions can improve advising techniques and strategies.

Early in the presentation the presenter made a serious inquiry regarding the proper background and understanding of the minority student in colleges and universities. The world view facing minority students and their role as contributing citizens were among the highlights. The unique offerings of public, private, four-year, two-year, urban, rural, and small or large colleges were presented as advising options along with philosophies for use with minority students. Participants were then invited to identify their type of institution and the current approach being used in advising minority students. The majority of participants indicated the existence of limited advising programs for minority students, which prompted their attendance at this presentation.

In the final segment of the program the presenter sought to provide, through the use of overhead visuals, a series of strategies for improving academic advising among minority students. The strategies presented are designed to take simple things and organize them into a program of action. These included: 1) Who are the minorities -- different needs for different groups? 2) How are they classified? 3) What subjects are they taking? 4) What is the average class load? 5) What is the course mixture (i.e., number of required courses, electives, etc.)? 6)In which schools/departments are the minorities enrolled? 7) What is the track record of minorities in each school/department? 8) In conducting campus mapping of minorities, what do you discover?

The presenter concluded the session with some ideas and suggestions that he had developed as a result of his many on-campus workshops in the U.S. and in the Caribbean that addressed Academic Advising and Retention of Minority Students. The presenter noted that, if the minority student meets admissions requirements and the institution enrolls that student, then the institution is ethically and morally responsible for providing academic advising support services. Minority quest without minority success is hollow, and academic advising of minority students is crucial for success.

"Adviser Training and In-Service"

Discussion Leader: *Kitty Corak, Academic Advising Coordinator*
University of Montana

Summary Author: K. Corak

The seminar leader structured the session by posing questions and summarizing responses. Both questions and responses are presented below.

Who should either provide training to faculty or be the responsible party for doing so?

- One woman is 3/4-time teaching faculty and 1/4-time coordinator/trainer.
- One woman had the responsibility added on to her position after a proposal to expand services was approved.
- Person responsible coordinates workshops.
- Contracted consultants provide workshops.

- Support from the top of the administrative structure is necessary in order to get good attendance at such training sessions.
- A recognition and reward structure tied into the evaluation of advising is also important.

Who are your campus resources for providing/planning training?

- A student-faculty committee was formed to determine what ought to be included in adviser training.
- Faculty are a primary resource.

- It helps to have a pre-advertised agenda and to have high ranking administrators attend.

What do advisers need to know?

- How to help students develop their own planning skills or decision making skills.
- Ways to improve their own advising skills -- must get them to accept such improvement as necessary.

How do you get faculty to attend in-service training?

- Can use only volunteers.
- Select those who are intrinsically motivated to assist students via the advising relationship.
- Need to develop a definition of what advising is.
  - -The definition needs to stress the overviews rather than specifics of the advising function, i.e., the O'Banion Model.
  - -Need to focus on the total development of the student and think of developmental advising as an extension of the teaching role.

How do you determine what advisers need to know?

- Ask students to report back about good and bad advisers/advising.
- Interview the faculty advisers individually.
- Develop a questionnaire that identifies problems in the existing system.

When should training be conducted?

- When the information is needed most; in a timely fashion.
- Autumn term is likely to generate greatest interest in and attendance at advising meetings.
- Can determine which hours of the week will lend themselves to faculty attendance by checking with the Registrar.

- Evenings and weekends are not good choices unless there is monetary incentive.
  - -We often spend more time talking about rewarding advising than we do trying to provide good advising.
  - -Contracted (union) faculty can consider advising recognition as a collective bargaining issue.
- We need to determine our priorities. Is advising more or less important than public service or research?

Does anyone here have a formal system for evaluation?

- (Several examples were given. Consideration of advising in promotion/tenure decisions was prominent.)
- Faculty are not automatically good advisers anymore than they are automatically good teachers.
- As teaching became more and more important, the evaluation of it became a threat to faculty; as advising becomes more and more important, the evaluation of it becomes a threat. Research poses no threat, because each is the expert in her/his own field. Faculty have to be good at their jobs -- and at whatever is considered to be an important part of it -- because they (we) are often not employable outside the institution of higher education.
- Demonstrating the relationship between advising and retention and between retention and the number of faculty positions will help to cement the importance of advising.

How can campuses raise the "level of consciousness" about the importance of advising?

- Form small group lobbies.
- Demonstrate quality in advising programs (show how they assist students, i.e., advising centers, programs for certain groups of students or for majors.)
- Provide letters of recommendation for quality advising.
- Print a newsletter for advisers.
- Have the/a responsible party appointed to faculty committees to voice advising concerns.
- Work with the faculty development committee on program planning.

Questions about where to conduct the training (on campus/off campus, classroom/the student union) and provision of food/snack incentive vs. none were abandoned to allow participants to raise any remaining issues:

1. We may need to explore alternative means of providing advising to students (group, peer, centralized systems).
2. Students need to be educated about their responsibilities to advisers, just as is the reverse true.
3. Perhaps optimal faculty advising can be done when scheduling considerations are handled by other groups and faculty are used primarily as career information resources.
   -The Alumni Office can also identify career information resources from records of past graduates.

"Advising for the Future"

Discussion Leaders: *Thomas J. Grites*, Stockton State College
Michael E. McCauley, Ball State University

Summary Author: T. J. Grites

"Advising for the Future" suggests a multitude of topics for discussion by those whose professional endeavors concentrate on the process of academic advising. Although this range was suggested by the presenters, the actual discussion seemed to focus on three primary areas: faculty development; general education; and NACADA's efforts as a professional association designed to improve the status and quality of academic advising.

The general concept of faculty development was discussed as a means to generate support for the recognition of academic advising as both a legitimate and an important faculty responsibility. Several participants indicated that the designated faculty development officers at their institutions had sponsored adviser workshops. When sponsored, or at least endorsed, by this office the expectation, participation, and outcomes of such programs seem to be more positive than if simply designed by an advising office.

Related to this concept was discussion about the quality of some advisers and whether or not they should be included in this important process. Several references were made to "them," i.e., faculty advisers who were not performing adequately, and those faculty members in the session took issue with this apparently generalized criticism of faculty advisers. The moderators clarified that the reference was only to those who were not performing adequately.

There was general agreement that faculty adviser training programs should be developed and promoted as faculty development efforts. Where available, the faculty development office should be consulted for assistance in developing such programs.

The second major topic of discussion related to general education, particularly as it is related to Paul Dressel's remarks during the opening General Session. There seemed to be general agreement that the adviser is becoming an even more important element in the general education of students. Where flexible requirements exist in general education, the adviser must help the student identify the most meaningful educational experiences that will complement the student's major. Perhaps the adviser's role is even more critical where a prescribed general curriculum exists and course scheduling has been computerized. In these situations advisers must concentrate on maximizing the advising contact time to help students understand that general education is more than the prescribed set of courses displayed in the catalog and on the computer printout. The adviser is both a coordinator and integrator of all learning experiences.

The third area of emphasis in this Seminar focused on NACADA's role and impact, especially on individual institutions. It was generally agreed that the Journal and the National Conference have helped to stimulate interest and concern about the advising process on many campuses. It was suggested that the Association should develop consultation teams, perhaps by Region, that would visit campuses to encourage increased effectiveness of faculty advisers. This suggestion was made in conjunction with the discussion of faculty development projects. Regional activities of the Association were also discussed, and these will be addressed by the Board of Directors.

Other topics that were mentioned, but not discussed at length, included: stimulation of more experimental research; the continued prospect of a changing student clientele; enrollment management strategies; contractual obligations for faculty advisers; implications for funding of advising programs; and student consumerism/legal rights. Many of the participants reacted to various topics by indicating how they were/were not addressing the concern on their own campuses.

"Advising the Adult Student"

Discussion Leader: *Thomas J. Kerr*
Northeastern University

No summary is available for this session.

"Advising for the Liberal Arts"

Discussion Leaders: *Sister Margaret Ann Landry*, Marymount Manhattan College
Brian L. Schnarr, Academy of the New Church College

Summary Authors: B. L. Schnarr, Sister M. A. Landry

Academic advisers are having difficulty seeking an acceptable definition of the "liberal arts" while being confronted with a dramatic decline in the number of students electing these majors. Unable to defend their recommendations in the face of pressures from parents, corporations and students demanding immediate gratification in the job market, advisers have attempted to satisfy these directives with a barrage of interest inventories, card sorts and early predictions of a narrow specialized career. The goal of becoming a literate person is all too often abandoned in favor of large salaries and job security.

Perhaps the expectations of faculty and advisers in the liberal arts are paying the price for living too long with a single goal. The term "liberal arts" may be overworked and worn out. The primary objective of higher education must be the development of a maturing individual who is sensitive to values and who can communicate. The adviser must discover positive methods of achieving this through a balanced curriculum. Advising workshops, trained peer advisers, and core curriculum requirements can contribute to a heightened awareness of these goals. Career role models utilizing several liberal arts graduates and meetings with parents and peer groups are other possible approaches.

The wide-ranging group discussion uncovered considerable optimism for the survival of the "liberal arts." Recent evidence identifying the long-run progress of "liberal arts" majors was cited, including recent publications by Charles Brown (American Telephone Corporation), Roger Smith (Executive Vice-President of General Motors), and David Rockefeller (President of Chase Manhattan Bank). Alumni surveys have also shown that "liberal arts" majors attain a higher level of self-fulfillment and job satisfaction than those in narrow technical fields. A graduate with a broader based education more easily accommodates to increasingly frequent career changes.

Some seminar participants questioned the assumption that professional programs are unable to produce liberally educated graduates. They pointed out that "liberal arts" institutions are also turning out illiberally educated citizens. Participants felt that the public's loss of faith extends beyond the inability of the "liberal arts" to guarantee a large salary and immediate job security, to widespread illiteracy and national apathy.

The seminar concluded with several suggestions that faculty and advisers adapt to the challenges of the current educational climate. Suggestions were made that the term "liberal arts" must be abandoned in favor of a new language which asserts and articulates the aims of educating the whole person.

"Evaluating Advisers and Programs"

Discussion Leader: *Beth Ann Pleins, Coordinator, Academic Advising and Orientation*
The University of Michigan - Flint

Summary Author: B. A. Pleins

The purpose of "Evaluating Advisers and Programs" was to provide a forum for the exchange of theory, rationale, and instruments used in the evaluation process. Participants were encouraged to discuss their own evaluation programs and to ask questions about those whose programs which piqued their interest. The following is a summary of the two major foci of the discussion, types of evaluations that can be used and the purposes of using evaluation.

Many forms of evaluation are utilized by those who participated in the seminar. A partial listing of the types of evaluations follows:

1. Evaluation by advisees prior to graduation. This evaluation was turned in directly to the adviser, but it could also be collected by the coordinator/director of advising.
2. Evaluation by advisees (semester or annual basis). Options included printing the evaluation on the back of each registration form, hand and computer scoring, and returning the evaluations to either the advising coordinator or to the individual adviser.
3. On-going evaluation of each advising interview. Reports were turned in weekly in this particular institution.
4. Faculty evaluation of advisees. Questions were asked to ascertain if advisees were adequately prepared for the appointment and if they were familiar with the general education and other important requirements.
5. Faculty evaluation of peer advisers.
6. Student evaluation of peer advisers.
7. Supporting staff evaluation of the advising system. Open-ended survey (what went well/what did not go well) on the mechanics of the advising system. Advising Center support staff (clerical and work-study) participated in this evaluation.
8. Faculty adviser survey of advising. To indicate areas where faculty need training, suggestions for changes, clarification of the faculty role in advising, and so on.

The purposes for utilizing advising evaluations were almost as numerous as the types of evaluation instruments. Each purpose may be achieved by more than one of the evaluations listed above. Purposes included:

1. Improvement of retention.
2. Assessment of the effectiveness of current programs.
3. Justification for new programs or changes.
4. Assistance in pay raise/promotion decisions.
5. Evaluation of the effectiveness of pre-advising programs (such as orientation, peer advisers, etc.).
6. Feedback to advisers and administrators concerning individual effectiveness.

"Advising Students in Academic Difficulty"

Discussion Leaders: *Doris Turner*, Southern Illinois University
A. Lester Roberts, University of Wyoming

Summary Authors: A. L. Roberts and D. Turner

The presenters opened the seminar by providing information about some of the research and published literature relating to the topic. The discussion centered around some causes of academic difficulty, suggested solutions (tried and untried) to these causes, and the necessary qualities of advisers working with students in academic difficulties. Highlights included early identification techniques, early reporting systems, and intrusive adviser techniques.

Approximately 50 conference participants were in attendance and many participants contributed to the discussion.

IV. Roundtable Discussions

"Current Legal Issues Affecting the Role of the Academic Adviser"

Presenter: *Joseph C. Beckham*
Florida State University

Summary Author: J. C. Beckham

This seminar focused on the rise in the number of legitimate and nuisance lawsuits against institutions based on claims of breach of contract, fraud, negligent misrepresentation, or unfair trade practice. Most of these suits may be characterized as "student consumer" cases, involving the risk of individual as well as institutional liability. In all the cases presented, the mediating role of the academic adviser relative to the student (or prospective student) institutional relationship was emphasized.

Several hypothetical problems were circulated to seminar participants. Based upon an actual judicial decision, each hypothetical case contained a set of facts and a question for discussion. Seminar participants were organized into problem-solving groups and given six to eight minutes to resolve the problem presented. During the remainder of the seminar, groups responded to the hypothetical situation, shared their conclusions with the audience, and received feedback from the seminar leader (an attorney) and members of the audience.

Three generalized concepts were emphasized by the presenter. First, the academic adviser must adopt the legal standard of the "reasonably prudent person" in dealings with students, holding out to the student only that level of knowledge and ability that the adviser is trained to provide. Second, the adviser must emphasize the contractual nature of the student-institutional relationship, recognizing that a student's reliance on the written and oral policies conveyed by the institution may establish a contract and influence an award of damages in an action of law. Third, it is important to maintain accurate records of conferences and other meetings with student advisees in order to preserve a record of the adviser's actions, in the event litigation is threatened.

"Model Programs for Specialized Advisement"

Panelists: *Dennis Devlin*, Grand Valley State College (Chairperson)
Mary Joyce VeVerka, Iowa State University
Ada B. Thomas, University of South Carolina
Carolyn Jones, University of South Carolina
Charles Sorensen, Grand Valley State College

Summary Author: D. Devlin

The focus of the roundtable discussion was specialized advising, especially as it pertains to problems and approaches in advising undergraduate professional and pre-professional majors. Panelists represented the areas of business/economics, architecture, and allied health/nursing.

Ms. Jones and Ms. Thomas of the College of Business Administration at the University of South Carolina reported on the use of a centralized advising system utilizing peer advisers. Ms. VeVerka of the School of Architecture at Iowa State University reported on a faculty advising system for upper division majors and a centralized professional system for freshman/sophomore majors. Dr. Sorensen of Grand Valley State College reported on a faculty advising program for nursing/allied health students and the fundamental problems of relating liberal arts curricular foundations to the needs of specialized majors.

Questions and discussion centered essentially on the following points: 1) delivery of advising services to students who must master certain skills and content courses before proceeding to the core of the major; 2) problems involved in keeping a student on a proper program for graduation, given the large number of required courses arranged in a hierarchy of prerequisites; 3) difficulty in integrating a professional curriculum with liberal arts requirements and content courses offered outside the major unit; 4) high attrition rate of students entering the program who lack the necessary background or ability required for successful completion of the program. Members of the audience and panel agreed that these points were the major issues involved in specialized advising, regardless of the delivery system or of the particular program of studies. Other concerns raised included remedial work to reduce attrition and the high number of students usually assigned to individual advisers in such programs.

The last part of the discussion focused on ways of dealing with these issues and some potential solutions to the problems raised. Most of the suggestions were based on personal experiences -- some of it successful and some unsuccessful. These suggestions included use of group advising when practical, increased use of peer advising if compatible with the present or planned delivery system, and employment of various testing or screening procedures to decrease the number of students in programs which require certain skills or abilities not common to all undergraduates. The general conclusion was that there is no particular advising system, procedure or solution to deal with many specialized advising problems. These problems vary according to institution and major, and therefore need to be addressed locally. There was agreement, however, that some general approaches to common problems can be adapted to any specialized advising program. Several individuals indicated that they might try out some new ideas at their institutions.

"Training Future Advisers - Academic Advising Credit Courses for Graduate Students"

Panelists: *Virginia Gordon*, The Ohio State University (Chairperson)
Dan Wesley, University of Oklahoma
Joan Morgan, Bowling Green State University

Summary Author: V. Gordon

The following questions were addressed in this Roundtable Discussion:

--Should graduate level courses in academic advising be offered? (Is this a bona fide topic for graduate level credit?)
--If so, what should the content include?
--Who should enroll?
--Who should teach these courses?

Representatives from three universities with graduate level courses in academic advising provided descriptions of their varied offerings.

Oklahoma State's course is a seminar designed for four groups of students and professionals: 1) Personnel who are already involved in academic advising but who wish more knowledge and in-depth skills; 2) Graduate students who aspire to become teaching faculty and who thus may become faculty advisers; 3) Professionals in related functions (such as counseling) who interface with academic advisers on a daily basis; 4) Graduate students in Higher Education Administration who hope to assume positions where they may administer and/or support academic advising services. The Oklahoma course is offered in the Department of Educational

Administration and Higher Education for two semester credit hours. Topics include advising philosophies, students' changing needs and expectations, development of advising systems, and research and evaluation.

The Ohio State University offers two courses in academic advising for graduate credit. One course is an extension of adviser training within University College and is offered as a three credit "Field Experience in Counseling" by the Counselor Education department. For graduate students employed by University College as academic advisers, the course is intended to provide a very practical approach to the daily tasks involved in advising. A second course is offered through the Student Personnel Department. It is designed for a broader audience and offers a more general approach to advising. Typical enrollees are graduate students in Student Personnel, Guidance and Counseling and Higher Education Administration. Course content includes practical and philosophical issues about advisement and the role of the adviser. Sample topics include historical perspective on advising, organizational models, advising for special students, career advising, and adviser evaluation.

Bowling Green's seminar in academic advising is taught within the Department of College Student Personnel and was originally designed as training for graduate students who were employed as advisers for undecided students. Basic concepts, skills and competencies associated with advising as they relate to the general education curriculum, procedures, university policies, and basic skill development are among the topics covered.

All four courses require extensive reading in the academic advising literature. Required written reports and oral presentations on advising issues and topics are based on library research. Two of the courses include interviewing assignments and field trips.

The Roundtable Discussion focused on the importance of initiating courses in order to increase awareness about quality of advising, institutional responsibilities for providing such courses, and how a course can reflect the uniqueness of the institution. The group agreed that there are many common elements in advising that should be included in the content of any such course. The group also agreed that student development concepts, career advising theory and skills, advising philosophy, and research topics and practice should all be part of courses on advising. There was unanimous agreement that the initiation, development and implementation of advising courses at the graduate level should be encouraged and nurtured on a national scale.

"Advising Ideas for the Older Adult Student"

Panelists: *M. Eileen McDonough*, Barry College (Chairperson)
James Anderson, Assistant Dean, Continuing Education, St. Xavier College
Julie Fellers Hook and Terry Johnson Chambers, Indiana University - Purdue University at Fort Wayne
Carol S. Layne, Coordinator, College Adult Re-entry Services, Jefferson Community College

Summary Author: M. E. McDonough

In an era of declining enrollments among traditional-age clientele, there is evidence of a growing number of baccalaureate programs for adults. Often these programs do not incorporate an adequate advising system that attempts to address the adult student's needs. These needs include academic survival skills (study, test-taking, reading, writing, and math), flexible counseling, out-of-college experience credit, financial aid, speedy registration, and stress and time management skills. Campuses must be sensitized to these adult needs, expand services to evenings and Saturdays, and develop adult support groups.

Project HELP (Helping Educate Learners Program) represents the effort of St. Xavier College, a small, urban liberal arts college, to develop a peer advising system to support the adult student returning to college. The pivotal point in their academic careers is the first semester in college, a time when their peers can have a most encouraging effect on them in terms of advice and support. Students participating as peer advisers were selected and trained during the summer for advising duties during the academic year.

At Indiana University - Purdue University at Fort Wayne, traditional advising systems did not succeed. The commuter student body had the following characteristics: average age of 26, mostly part-time, and 40% married. Because of the concern for the adult student and due to limited staff, three group programs were developed. New student registration was designed to alleviate some of the frustration new students experience when coming into the university system. A separate orientation program was designed to meet the special needs of the returning adults. The program consisted of mini sessions on communication skills, stress management, career planning, assertiveness, how to use advisers, note taking, study skills, campus services, and balancing multiple roles. A panel of currently enrolled adult students talked about what coming back to school meant to them. The third group session focused on choice of major.

Jefferson Community College, an inner-city, two-year institution, has established a center for returning adults, the College Adult Re-entry Service (JCC CARES). The CARES Center offers complete information, advising, referral and support services.

The goals of the Center are three-fold:

1. To enable the adult to have access to the information, advising and support needed to overcome potential barriers in the re-entry process.
2. To provide information to groups, agencies, and businesses in the community whose members would benefit through an Outreach Program.
3. To provide service, including advising and special programming, for currently enrolled adults in order to enhance their chances for academic success.

"Model Advising Program Ideas for Retrenchment"

Panelists: *Godfrey Roberts, Assistant Dean of Instruction/College Liaison,* Rutgers the State University of New Jersey
Walter R. Earl, Director, Academic Counseling and Testing, Old Dominion University
Charles S. Powell, Arizona Western College
Theresa M. Reddy, Assistant Director, Academic Counseling, Old Dominion University

Summary adapted by the Editors from materials provided by the presenters

In a recent reorganization designed to improve the quality of teaching, research, and utilization of resources, Rutgers University is working to develop academic advising as an aspect of faculty responsibility. Important elements of directing advising in the reorganized system have included: identification and distribution of advising responsibility among department faculty; careful supervision of record keeping and office hours; and developing innovative programs without adding costly new offices and advisers. It has become evident

that the following aspects of advising are especially important: recognition of academic advising as a part of teaching and research; making advising a visible activity among faculty and students; decreasing the role of required signatures; and increasing the opportunity for dialogue between the faculty member and the student.

At the Arizona Community Colleges, a computerized academic placement system (CAPS) directs students to the most appropriate beginning courses in reading, writing, and arithmetic. Nationwide studies indicate that properly placed students persist in the institution at a much higher rate than those who do not receive solid advisement based upon data. The system includes two other tools to monitor student progress: 1) a data card to the adviser at the end of the Drop-Add period which contains the student's name, address, phone number, major, and semester courses; and 2) a data card to the adviser at the end of each semester containing items in #1 in addition to grades, GPA, cumulative credits and cumulative GPA. Resources required for the system include a digital computer with sufficient memory to sort and store the program, an optical scanner, a CRT input terminal and output printer terminal, one terminal operator, one placement exam proctor.

At Old Dominion University in Tidewater, Virginia, the advising model used prior to retrenchment resulted in 1) initial student contact with overworked support staff who lacked time and training to appropriately deal with immediate problems; 2) individual advising causing students to exaggerate problems and counselors to burn out; and 3) the necessity for each counselor to see 16 students a day in order to meet case load demands. These problems were alleviated by several changes in the advising system. Counselors began intake responsibilities, and open advising and special group sessions (e.g., provisional students, ROTC) were added to the previously available individual appointments and walk-in arrangement.

"Developmental Advising - Theory Into Practice"

Panelists: *Ethel Feike*, Illinois State University
Sara C. Looney, George Mason University
Judith L. Sanford, Pine Manor College

Summary Author: J. L. Sanford

Dr. Sara C. Looney of George Mason University indicated that hers was more a "practice back into theory" approach. She indicated that advising and orientation ought to be viewed as a four-year, "cradle to grave" process, continuing in a variety of forms during the student's tenure in the college or university and meeting various developmental needs. Projects which seem to work well were cited, including orientation programs for credit at Heidelberg College, the University of Oklahoma and the University of South Carolina; residence hall advising at Miami University; the teaming up of academic and student affairs at S.U.N.Y.-Oswego; and the combining of career and academic services at the University of Utah.

Program participants agreed that territoriality and in-fighting are major blocks to this kind of approach, though it is still important to work toward an holistic view of students. It was thought that making advising a high priority with top administration is an important first step.

Ethel Feike of Illinois State University discussed the comprehensive system of advising at her institution. Meeting an adviser is not mandatory. However, it has been determined that students who utilize the services offered through

Preview-ISU, the Academic Advisement Center, and their departmental advisers in their junior and senior years become thoroughly conversant in the academic regulations of the institution.

Preview-ISU is a two-day, intensive summer orientation for freshmen and transfers (135 students are serviced in each two-day period), during which students meet with Academic Advisement Center staff, individually and in groups. Requirements are discussed, as well as programs, placement tests, etc., and all students register for the courses of the first semester at the end of the two-day Preview program. Students with less than 45 semester hours and those who have not declared a major are later serviced by the Academic Advisement Center; those who have earned more than 45 semester hours work directly with departmental advisers.

Questions centered around the success rate of this advising system and the methods used to insure that students actually seek advising and know institutional regulations. Ms. Feike indicated that the program seems to be 90% effective.

Judith Sanford of Pine Manor College discussed her institution's Comprehensive Advising System for Students ("COMPASS") and distributed copies of one tool used in COMPASS, the Master Advising Portfolio ("MAP"). COMPASS is a goal-oriented, developmental approach to advising which attempts to enhance student motivation, direction and responsibility through the discussion of values, decision-making and goal-setting. All faculty and many administrators are advisers. Almost all Undeclared freshmen are assigned to their Communication Skills (the interdisciplinary freshman English course) instructor as their adviser.

Discussion focused on the difficulty many faculty experience in shifting from strict academic advising to a more holistic, developmental advising approach. Many see the shift away from academic advising as a move toward adviser-as-therapist, rather than as one way to stop the fragmenting of a student and his/her experiences, student dependence on them and high attrition rates. It was agreed that adequate funding, on-going adviser training, and a commitment from top administration to support the new system are crucial to the success of any developmental advising program.

V. Paper Sessions

"Student Adviser/Ombudsperson at Temple University"

Presenter: *Faith N. Abbey, Academic Advising Center*
Temple University

Summary Author: F. N. Abbey

In each department of the College of Liberal Arts, there is a Student Adviser/Ombudsperson. These students are upperclassmen, majors in the department, who have been selected by their peers to advise both majors and other students. The Student Advisers are familiar with the concent and requirements of courses, teachers' methods of presentation, and other students' evaluations. They can offer an informed student's point of view.

In the Student Ombudsperson role, they serve as the "go-between" in cases of student-faculty grievances, seeking informal resolutions whenever possible. When necessary, the Student Ombudsperson sees that formal grievance procedures are carried out fairly and expeditiously. These students work also with major's associations in planning programs. They present student views to faculty committees, and participate in college decision-making, through representation on the Undergraduate College of Liberal Arts Council.

Student Advisers assist at registration and have the authorization to sign for routine roster adjustments. Some departments have given Student Advisers the authority to also sign preregistration forms. Student Advisers work with the full-time Advisers in the New Student Orientation program conducted during the summer. During this program Student Advisers work in both information sessions and assist in the registration process.

Student Advisers are accountable to the Dean of the College of Liberal Arts, not to the Department Chairpersons nor to the Director of Academic Advising. A Student Coordinator, selected by the Student Advisers, reports to the Dean but maintains an office at the Advising Center. Student Advisers are selected for one year and may be rehired for a second year. Hiring is done by the Coordinator for Student Advising and a committee of current Student Adviser/Ombudspersons with participation by a full-time Academic Adviser. Student Advisers have an office in their departments and maintain office hours for at least six hours a week. Bi-monthly meetings for information update, problem-sharing, and training are conducted. A monthly written report is made to the Dean of the College, with a copy to the Student Coordinator.

Training is done by the Director of Academic Advising, the full-time Advisers, and the previous year's Student Advisers. Student Advisers also participate in training sessions held throughout the year by the Academic Advising Center Staff.

In this workshop, the Student Adviser/Ombudsperson program was described and discussed and an opportunity was given for participants to describe other peer-advising systems.

"Aiding the Retention Process - Assisting Disadvantaged Students with Selecting a Major and Appropriate Career Options"

Presenter: *Mary Smith Arnold, Director, Special Services Program*
Chicago State University

Summary Author: M. S. Arnold

The literature suggests that college students have little knowledge of the curriculum and educational options available to them when they select a college to attend. It also supports the theory that retention rates are positively affected when students have a clear career objective. Yet, students traditionally have selected major courses of study with little knowledge of the possible outcome of their choices.

Although this paradox has been a matter of concern for students and educators alike, it has never been a critical problem. However, lack of knowledge about educational options, nebulous career objectives, and skill deficiencies compound to raise the paradox to crisis proportions for the disadvantaged student.

The presenter shared an approach used at Chicago State University to help disadvantaged students select a realistic major and explore the complementary career options. Topics discussed and presented included (1) a brief review of the literature; (2) an overview of the career component of the Special Services Project at Chicago State University; (3) the special needs of students as they explore their life choices; and (4) aids that can help professionals design their own academic/career exploration program. Appropriate handouts were given to participants.

The evaluation forms indicate that the workshop participants were very pleased with the presentation. The exchange of information and ideas was important and quite helpful to all who attended.

The presentation was based on practical experience with college sophomores at Chicago State University; and the program format was lecture/discussion.

"The Two Edges of Advisement: Report of a National Survey"

Presenters: *Josephine C. Barger and Robert N. Barger*
Eastern Illinois University

Summary Authors: J. C. Barger and R. N. Barger

Results of a research study on academic advising were presented and discussed at this session. The study provided comparative information and opinions on the state of academic advisement in higher education. The data were drawn from a small national sample of students pursuing undergraduate degrees in four-year

institutions during the 1960's, 1970's and 1980's and from the institutions which these students attended.

The returns of data solicited from both students and institutions produced a sample that, while relatively small (students n=122; institutions n=58), reflected an acceptable representation of both students and institutions, controlling for such variables as sex, race, geographic distribution, public-private status and institution size and type.

A computer analysis of the data was done using the Statistical Package for the Social Sciences, with variables being plotted on chi-square tables through cross-tabulation. Some of the more significant findings are summarized in this report.

Of the students in the sample, 71% entered college (not necessarily as freshmen) with a decided major. In every case, undecided majors were decided by the junior year.

As freshmen, 38% of the students had a professional academic adviser, while 39% had a departmental adviser. As sophomores, those with a professional adviser decreased to 22% and those with a departmental adviser increased to 48%. As juniors, the relative statistics were 8% and 65%, and as seniors, 8% and 60% (remaining percentages were "other" and "no response").

The student responses indicated that 40% of the institutions had central advisement for freshmen, but institutional responses reported only 37%. A similar disparity existed between student and institution responses concerning obligation of students to consult with advisers. According to students, 66% were obliged to consult as freshmen, 55% as sophomores, 48% as juniors and 45% as seniors.

Students reported that they were helped in deciding their major according to the following pattern: self, 39%; a teacher, 21%; parents/family, 14%; other, 12%; friends, 3%; professional adviser, 3%. Students' ratings of their academic advisement were as follows: excellent to good, 49%; fair to poor, 50%. A difference occurs in these ratings between students in private and public institutions. In private institutions, 57% of the students rated their advisement as excellent to good, whereas only 48% of the public institution students did so. Again, only 43% of the private institution students rated their advisement fair to poor, while 52% of the public institution students did so.

Of the 34 public and 24 private institutions surveyed, 22 have central advisement. Ten of the 22 are private institutions. Of those institutions with a central advising unit, 38% have a unit staff of 1-3, 24% have a staff of 4-6,

10% have a staff of 7-10, and 29% have more than 10 on staff. Finally, of the 58 institutions surveyed, only 12 have an evaluation procedure for their academic advisement program.

"Ripple-It"

Presenters: *Cheryl Beamer, Executive Associate*, Selection Research, Inc.
Lin Brummels, Academic Counselor, Wayne State College

Summary Authors: C. Beamer and L. Brummels

Everyone was talking about IT! Everyone felt IT was necessary! Everyone sort of had a handle on IT! Everyone knew they were supposed to be doing IT! Someone here is in charge of IT! AREN'T THEY??

This session discussed the "ripple-effects" which have occurred on a small rural campus as a result of getting the academic advising act together.

Two years ago, Wayne State College moved academic advising from the back burner and set new priorities for IT. Monies and personnel time were committed to the concept and several sequential steps were planned and developed in order to clarify academic advising on the campus. Academic advising was defined, adviser-advisee responsibilities were written, a flowchart depicting minimal academic divisional expectations was drawn, and a handbook was developed. It was this process of talking about IT, and clarifying IT that has brought about the following ripple-effects.

A cooperative program between the offices of Academic Advising and the Teaching Learning Center was established in the spring of 1980 entitled the Early Alert Program. Through this program and with the assistance of the faculty, students experiencing early academic difficulty are referred to the Teaching Learning Center. Personnel from the center assess the student's academic difficulty and offer study-skills assistance or refer the student to the academic counselor or the personal counselor. The emphasis of the program has been to increase student referrals. Its success is shown in the percentage of students actually receiving referral services, which has increased from 36 percent to 65 percent during the past year.

A second significant ripple-effect was the creation of a retention-attrition committee in January, 1981. One of the most frustrating and recurring problems in clarifying a direction for academic advising was the consistent lack of data. The retention-attrition committee has begun a series of research studies involving non-returning freshmen and transfer students, and four and five-year-student longitudinal studies. In addition, the committee has established a procedure for identifying and surveying all non-preregistered students. This

group will hopefully provide significant data on the nature of the Wayne State College drop-out and/or stop-out student population.

The third change on the Wayne State College campus has been the approval in May, 1982 of a Life, Learning and Development Center. Designed to unify referral services for the students and faculty, the center physically houses the academic and personal counselor, academic advising personnel, career planning staff, and the Teaching-Learning Center. The center provides a visible location for the academic advising office in closer proximity to referral services needed by entering freshmen students. A recurring theme in writing and clarifying adviser-advisee responsibilities was the need to have appropriate referral services. This need was actualized through the approval of this center.

In summary, the pivotal position which has been ascribed to academic advising on the Wayne State College campus has created three significant changes on the campus within a relatively short time. These "ripples" of change have come about partially through open communication and clarification of IT -- academic advising.

"The Mentor Advising Program: Mapping the Way for Nontraditional Students at a Commuter Campus"

Presenters: *James E. Blodgett, Director; Lester C. Lamon, Coordinator; Karen LaMar-Clark, Executive Committee, Mentor Advising Program*
Indiana University at South Bend

Summary Author: J. E. Blodgett

The Mentor Advising Program (MAP) at Indiana University at South Bend developed as a multi-faceted scheme to improve the educational experience of the nontraditional students characteristic of a commuter campus. Many of the values and enrichments associated with the traditional four-year education at a residential college seemed diminished or completely lacking on our campus, with a consequent impoverishment for our students.

One source of the problems was the students' lives -- complicated by jobs, families, and other non-academic demands which affect the lives of students at residential colleges much less. This problem was reflected in the high attrition rate, the common inability of students to define academic goals, and student skepticism about advising. A second source of problems was the faculty who are largely isolated from students outside the classroom. Educated primarily at traditional four-year colleges, the faculty are often unable to understand the needs and demands of commuter students. Moreover, many faculty lack both faith and expertise in student advising.

In response to these problems, a small number of faculty and administrators in the Division of Arts and Sciences conceived of MAP, which they implemented through general support from the Fund for the Improvement of Postsecondary Education (FIPSE). The central feature of the project is several MAP groups each composed of one faculty mentor, two upperclass peer advisers, and 10 to 15 new freshmen. These groups meet regularly for two semesters. During the first semester the groups focus on orientation, informal counseling, improvement of study skills, and socializing. The general intention of these sessions is to provide a structure that encourages students to make fuller use of the university's resources and fosters a feeling of being a part of the campus community. The MAP structure fosters establishing contacts with other freshmen, upperclassmen, and faculty.

In the spring each MAP group organizes itself into a one-credit-hour seminar on a general education topic. The credit does not count towards any student's major requirements. However the seminar is intended to help our vocationally oriented students appreciate early in their college careers the joys of studying an "academic" topic. It also assures students an early opportunity to be in a class small enough to provide for significant personal attention from a full-time faculty member. By the end of their first year, MAP freshmen are expected to have both a solid academic base on which to build the rest of their college education and a well established network of acquaintances among students and faculty to provide cohesion and support during the rest of their college careers.

Although MAP was designed primarily for new freshmen, it is also intended to enrich the college experience of the upperclass peer advisers and to encourage faculty development. To these ends, MAP includes workshops and retreats to provide training for both peer advisers and mentors. In addition, the grant has made funds available to individual faculty members for developing general education curriculum.

For the session each of the three presenters was responsible for various topics, and, in particular, for discussing the difficulties that arose once the project was in operation, responses to these problems, and plans for retaining some version of MAP once the third and final year of FIPSE funding elapses. We were able to abandon our careful outline halfway through the session, as participants responded increasingly to our initial invitation to interrupt with questions and comments.

"Staff Development for Providers of Student Services"

Presenters: *Wanda D. Bigham, Director of Developmental Studies and Terry G. Blong, Information Systems Coordinator*
Morehead State University

Summary adapted by the Editors from original program proposal

This program presented a faculty-staff development model for professional growth in the areas of personality/teaching characteristics and instructional strategies.

Students of every type deserve to receive the most effective program instruction which the institution can provide. Today faculty and staff must understand the multi-characteristics of many types of learners to insure the success of these students. Institutions should provide faculty and staff every opportunity to learn to improve their instructional skills and interaction with all students.

Discussion included various goals, objectives, and specific activities which can be utilized to design an in-service training model for faculty and staff development of those individuals responsible for various student services and instruction.

The goal of the faculty and staff in a university setting is the improvement of the student's chances for academic success. Activities planned to enhance success should meet the student's need for affiliation, structure the classroom environment for optimal learning, and encourage a shift in locus of control from externality to internality.

"Educational Advising at the Work Site: Stimulating Worker Interest in Education Through a Network of Educational Advisors"

Presenter: *Ivan E. Brown, Department of Sociology*
Boston College

Summary Author: I. E. Brown

Workers' growing dissatisfaction with the nature of their work has recently stimulated a variety of efforts to enhance the quality of working life in the United States. A central focus in this effort is the stimulation of workers' participation in a variety of educational forums. This is most commonly achieved through training workers as "peer advisers" for their co-workers.

One such project was inaugurated in 1979 by the Labor Studies Program at Des Moines Area Community College. The primary purpose of the Labor Educational Advising Project (LEAP) was to facilitate the implementation of

educational advising services within organized labor in Central Iowa. Our conference session described this project and analyzed the results.

Fifty-two advisors were trained in four workshops. The workshops covered educational terminology, resources, and opportunities in Central Iowa. Using several pedagogical methods such as brainstorming, small team work, and role playing, participants learned advising techniques, referring, and educational planning. Each advisor returned home with a practical guide to advising, LEAP Educational Advising Handbook.

In the year and a half since the last workshop, 364 workers received educational assistance from thirteen advisers. Confirming our original assumption about the locality of the advising process, the majority of these individuals requested educational assistance while at work and at union meetings: 111 and 149 respectively. Of the total receiving help, ninety-one actually went back to school.

"The M.A.S.H. Unit - An Advising Intervention to Raise GPA of Suspended Students"

Presenter: *Kitty Corak, Academic Advising Coordinator*
University of Montana

Summary Author: K. Corak

The MASH Unit is an advising treatment applied to a select group of students seeking readmission to the University of Montana. A retention effort, the Unit was initially conceived of as a method of assisting the deans of the campus's largest college in their screening of suspended students for readmission. The sheer force of numbers of students suspended from Arts and Sciences made such readmission decisions a slow and arduous task. It was felt that if graduate students could be trained to do initial counseling, remedial testing, and academic planning with these students, the amount of time the deans spent with each student would be both shortened and more efficiently utilized.

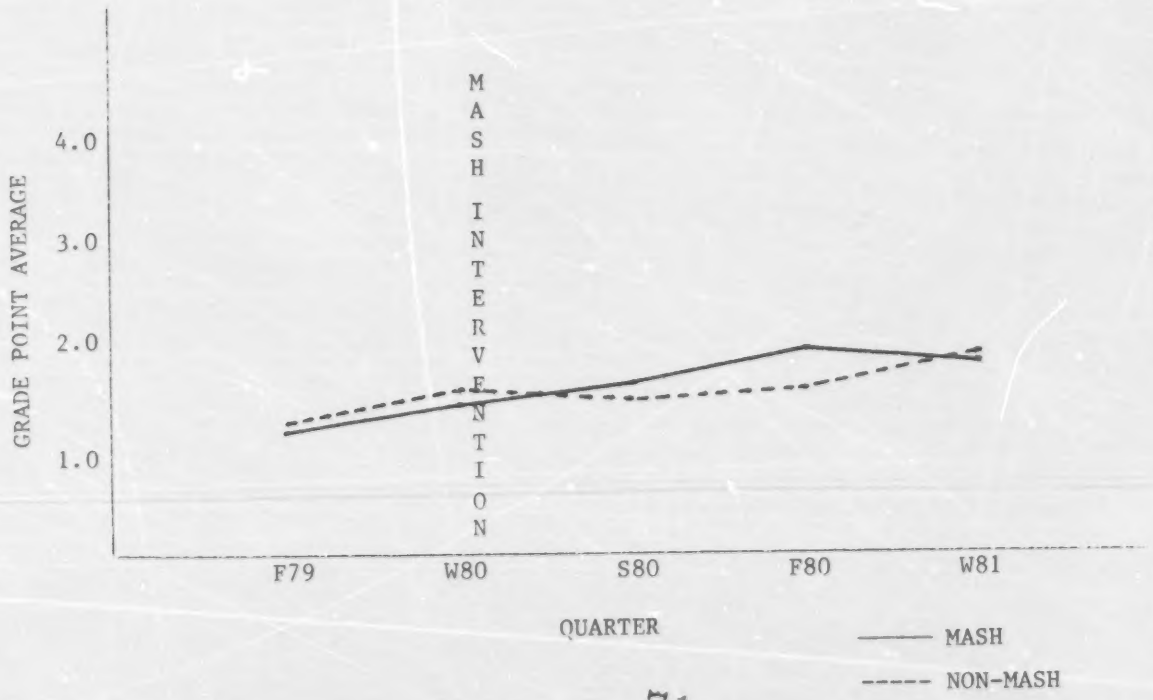
Graduate students were recruited from guidance and counseling and clinical psychology programs. They were given group training in the interpretation of transcript data, computation of GPA, referral-making for remedial testing in reading, writing, and math skills, and analysis and synthesis of all this information as a basis for selecting courses for the upcoming quarter. The process worked as follows.

During quarterly registration students suspended from departments in the College of Arts and Sciences would find a "hold" on their registration materials directing them to the MASH Unit facility. Upon ariving at the MASH

Unit the student was assigned to a MASH adviser who interviewed, assessed, and worked out a class schedule with the student. The MASH adviser then provided written recommendations (to readmit or not) to the dean which were hand carried by the student to the dean's office. At the dean's option, the student's schedule was approved and the "hold" form signed, releasing the student's registration materials. The student could then register for the recommended classes.

After several quarter's use, it was decided to enhance the MASH treatment by requiring more follow-up on MASH-readmitted students. The MASH advisers initiated contacts with readmitted students at regular intervals throughout the quarter. The opportunity to participate in the MASH advising program was offered to all other University deans. Some of the deans were interested in participating, and as a result three more academic units began to screen their suspended students through the MASH Unit.

Simultaneously, a "quarter's worth" of suspended/readmitted students--those who had been readmitted via the MASH as well as those who had been readmitted by a dean only--were selected for study. Longitudinal data was used to compare the two groups. A quasi-experimental study was conducted over several quarters. The data generated are consistent with the interpretation stating that the MASH intervention had a positive effect on GPA and that when intervention is withdrawn, though there continues to be a benefit, the differences between GPA of the two groups virtually disappear. The graph below shows the GPA history of readmitted students in these two groups



Participants learned how to organize such an intervention. Copies of training materials, forms, and procedures were available. Visual aids were utilized to illustrate the data. A discussion of the findings and question and answer period were included.

"Peer Advisers: Earning Academic Credit Through Training and in the Operation of a Student Outreach Center"

Presenter: *Thomas A. Corigliano, Coordinator of Academic Advisement*
SUNY College of Arts & Science, Plattsburgh

Summary Author: T. A. Corigliano

This peer advising program started as a means of overcoming student reluctance to come to administrative offices for necessary information and assistance, in the areas of financial aid and academic advisement. The program began with work-study assistants "dispensing information" at a table set up in the College Center. It has evolved and grown into a multi-faceted effort which now includes: a mini-course for training peer advisers, for which students earn one academic credit; a supervised practicum experience which places trained peer advisers in various academic offices and settings, for which students earn one academic credit and which can be taken as many as four times; and operation of a "Student Outreach Center," staffed 30-35 hours per week by trained peer advisors.

The training course titled "Communication for Peer Advisers" was developed with the cooperation of faculty members from the Departments of Communication and Counselor Education. After being offered for one semester as an experimental course, it received formal approval by the faculty curriculum committee to be offered on a regular basis. The course outline includes: the discussion of a helping model, discussion of communication skills such as attending behavior, verbal/non-verbal communication, and listening skills; demonstration of interpersonal skills and responding behavior; discussion of a decision making model, campus services and referral resources; preparation in specific financial aid and academic policies and procedures; and role playing of various peer advising situations.

Supervised practicum experiences have been arranged in the Academic Advisement Office, Academic Dean's Office, Financial Aids Office, Registrar's Office, Student Outreach Center and several Departmental Offices. Students have been supervised by professional staff and/or academic faculty, and have performed various advising functions. Plans to place peer advisers in residence hall locations and in other academic departments are also being discussed.

Current plans are to construct a permanent "Student Outreach Center" in the College Center building. With a permanent site, more materials (forms, applications, etc.) can be available to students and as students become more aware of the Outreach Center, various program additions are planned which will expand the scope and role of its function. Some ideas for the future include special materials and programs for undeclared majors; a site for recruiters and other visitors to campus to meet with students; and a place for departmental representatives to explain new programs and study options or career areas associated with their discipline.

Student evaluations, and a review of the pattern of student contact for the 1980-81 academic year suggests that this program is successfully fulfilling an expressed need. Additional study is being undertaken to further justify financial support for this project.

"Johnson's Decision Making Model: An Overview of the History, Methodology, Research and Application"

Presenters: *William C. Coscarelli, Associate Professor*
JaDean Johnson, Jerry Stonewater, and Sharon Shrock
Southern Illinois University

Barbara Ferrell
John A. Logan Community College

Summary adapted by the Editors from original program proposal

Since 1978 when Richard Johnson first described his theory of decision making styles in the Personnel and Guidance Journal, there has been increasing interest in the nature and application of these styles. This session provided a comprehensive look at Johnson's work from a variety of perspectives.

JaDean Johnson described the historical evolution of the decision making constructs and provided the audience with a summary of the decision making styles. These styles can be categorized by the way in which an individual gathers information and the way in which this information is processed. The characteristics of these styles are summarized below:

	SPONTANEOUS	SYSTEMATIC
REACTION TO EVENTS	Holistic Summary reaction at first	Component parts Summary reaction at end Detailed information needed
COMMITMENT TO NEW IDEAS	Quick Personalize each, then gather more data Change commitment easily	Cautious Gathers all data, then personalize only one selected Reluctant to change commitment
GOAL ORIENTATION	Flexible Thought-chaining	Deliberate Methodical

EXTERNAL	INTERNAL
Talk and Think	Think then talk
Feelings clarified by talking	Feelings clarified by thinking

William Coscarelli discussed the nature of systematic and spontaneous decision making from a theoretical perspective. While the processes of systematic decision making are relatively apparent, the spontaneous decision making process is less so. On the surface, spontaneous and systematic styles are completely opposite in nature. However, strong arguments can be made that spontaneous decision making is the result of sublimated systematic analyses. Equally powerful arguments can also be made that spontaneous decision making is as opposite as it appears. Drawing on personality theory (Freud and Jung), information processing theory (Landa) and using Berne's work (Intuition and Ego States) as a bridge, the theoretical underpinnings of these styles were examined.

Jerry Stonewater discussed ways that the decision making theory can be applied to on-line academic advising. His discussion focused on four conversations between a student and an academic adviser. In each, the student is one of the four decision making types and the adviser responds accordingly. The presenter pointed out clues from the conversations that indicate the student's type and then discussed appropriate adviser responses that facilitate communication with the particular type of student.

Barbara Ferrell reported the results of a factor analytic study of four learning style paradigms. The purpose of the study was to examine the nature of the relationships among four learning style models. Over 400 community college and high school students were tested using the Grasha-Reichmann, Kolb-Gregorc, Dunn, and Johnson models. The commonalities associated with these instruments were explored and the implications for assessment of decision making style were drawn.

Sharon Shrock discussed the methodology used to develop the Johnson model and discussed its applicability to the advising field.

For years, research in the social and behavioral sciences has been dominated by methodologies inherited from the physical sciences. Practitioners in education and counseling have often sensed the lack of relevance of a research paradigm that likens human beings to chemicals and a rich social reality to a controlled lab. Naturalistic inquiry offers an approach that is more sensitive to this reality. The data collection methods of the naturalistic

inquirer are largely qualitative, involving the skills, values, and opportunities possessed by practicing counselors. Exciting findings have resulted from applying naturalistic methods in the real world of day-to-day counseling: Johnson's work on decision making styles and Perry's work on student development are two outstanding examples. A familiarity with the techniques of naturalistic inquiry and their justification as legitimate means of knowledge creation can open up new and useful research avenues for the practicing counselor and adviser.

"Using the ACT Student Profile Report (SPR) in Academic Advising"

Presenter: *David S. Crockett, Vice President, Educational Services Division*
The American College Testing Program

Summary Author: D. S. Crockett

Good advising is based on the premise that an adviser can never know too much about a student. The quality of each student's educational/career decisions is directly related to the amount of relevant information available to the student and the adviser. All good advising programs have an information base for use by both advisee and adviser during the advising process.

The ACT Assessment Program, a comprehensive program for use by students planning to enter postsecondary education, provides an excellent base of information about freshman advisees. The ACT Assessment instrument consists of four academic tests written during a timed test session, and a Student Profile Section and Interest Inventory which students complete at the time they register for the Assessment.

The academic tests cover four subject matter areas: English, mathematics, social studies, and natural sciences. They are designed to assess students' general educational development and ability to complete college level work. The test items require that students demonstrate both problem-solving and reasoning ability.

The Student Profile Section collects personal information; admissions/enrollment data; and information about extracurricular achievements and interests, high school course work, academic plans, and individual educational needs. Self-reported high school grades in four general areas are also collected as part of the registration procedure.

The ACT Interest Inventory is designed to measure six major interest dimensions and to relate an individual's interests to those of college seniors

in a variety of educational majors. Results are also used to help students compare their work activity preferences with activities which characterize specific families of jobs.

The ACT Assessment results are summarized on the Student Profile Report (SPR), which ACT sends to institutions and agencies designated by each student. The SPR represents the most comprehensive available source of information about freshman advisees because:

> It presents a comprehensive picture of a student's needs, interests, background and abilities; it is available before the student's enrollment and advising conference; it is easy to use and interpret; it helps the adviser match the student's interests, abilities, needs, and plans with institutional resources; it provides advising leads and points of departure; it relates to common advising concerns.

The ACT Assessment information can help the adviser answer the questions freshmen are likely to ask:

> In which subjects might I expect to do well?; in which courses might I expect trouble?; how heavy an academic load should I carry?; what major should I choose?; what occupations emphasize work activities similar to those I prefer?; in what areas do I need help?

The importance of assisting students in making educational, personal, and career decisions can hardly be overstated. The SPR has been designed to help advisers provide students with relevant information that will be useful in a wide range of decisions. It would be unwise to suggest that the SPR is a substitute for a skillfully-conducted interview, the mature judgment of a professional adviser, or the genuine personal interest that advisers usually exhibit toward students. It would be equally unwise to suggest that the SPR eliminates the need for additional information from the student. But an understanding of SPR data can contribute significantly to the effectiveness of advising sessions, and make any requests for additional information more precise and therefore more useful.

"Perspectives on Advising: The Pivotal Points Between the Professor and the Professional"

Presenters: *Beverly Davis, Administrative Adviser,* Iowa State University
J. D. Beatty, Assistant Professor, Iowa State University
B. J. White, Associate Professor, Iowa State University

Summary Authors: B. Davis, J. D. Beatty, B. J. White

Traditionally the university professor was hired to publish, to teach, and to serve. Advising, when required, was classified somewhere between teaching

and service. Since most faculty felt that advising was not a significant factor in promotion and tenure decisions (and many faculty didn't want it to be either!), advising was seldom done with much commitment or pride. Academics assigned advising in lieu of research and teaching responsibilities were (and are) suspiciously viewed as "closet" administrators, over-the-hill scholars and teachers, and often pressured by colleagues to give up faculty status "if you're going to do that!"

Since the faculty continued to resist administrative efforts to upgrade advising, a new group of professional advisers was formed. At Iowa State the group has been designated as "professional and scientific" employees. Their status within the university remains ambivalent; while they are not clerical staff, they are not faculty members or deans. They are placed into a category according to their job description and, without a drastic change in responsibility, they remain at the same level until retirement.

The perspectives, responsibilities and image of these two groups differ in many ways, but when both are assigned to advise, a common goal is shared. Both know that quality advising is often the pivotal point in a student's academic and career-planning success, and that the degree of quality in advising often pivots on the relationship between the faculty adviser and the professional adviser.

The panel presentation included three segments: 1) a discussion of responses from videotaped interviews of faculty and professional advisers; 2) an assessment of data gathered from a questionnaire which was distributed to both faculty advisers and professional advisers concerning topics such as advising rewards, evaluation, and the spectrum of advising issues--these responses were compared with those from the audience who completed a similar questionnaire; and 3) a description of the philosophy and procedures used in the College of Sciences and Humanities Open Option Advising Center to integrate faculty and professional advisers and to produce a cooperative professional environment.

The videotape used dramatizes the differences in perspective. The questionnaire highlights and compares such issues as recognition, reward and job security structures; professional image; research opportunities; roles for the adviser. The procedures used in the Open Option Advising Center to generate cooperation between the faculty advisers and professional advisers are practical, feasible under limited financial resources, and applicable to a wide variety of institutional settings.

The session materials can serve as the basis for an intensive one-day workshop on establishing an integrated faculty-professional advising system.

"A Lively Approach to a Deadly Subject:
Faculty Adviser Training"

Presenters: *Roberta Linnenbrink George and James Herbert George, Jr.*
California State College, Bakersfield

Summary Author: J. H. George

In this session a general approach to the training of faculty advisers was explained. The approach, a product of the presenters' efforts over a five year period, grew out of the escalating attrition at Cal State Bakersfield. Assuming advising could help reverse this trend, the college needed a cadre of careful, well-prepared, empathic advisers. It was decided that a faculty adviser needed to be able to do several things--provide accurate information, be an empathic person, assist in academic decision making, and furnish useful, albeit preliminary, career advice. The training program was designed to build these skills.

The session was devoted to explaining how other colleges might replicate the training approach. The first topic related to building a training team--draw from all areas of campus, allow adequate time for members to feel comfortable, assign each member specific tasks, and do not insist on unanimity. The second topic related to solving potential problems with the physical setting of a training session--stay away from familiar and distracting locations, break up groups of unfriendly faculty, provide rewards for participants, use coffee breaks creatively, and do not bog down in debates about fundamental principles. An overview of a four-day workshop was the final topic presented in the session. Activities on "general education and life skills," "career advising in the faculty office," and others that the presenters had found useful were examined. The preparation and use of video-tapes were discussed. The utilization of career counseling materials and offices were discussed.

Session participants evidently found the material and ideas useful, as over one hundred requests were made for material.

"Educational Planning Workshops: A Group Advising Program for College Students Undecided About Their Curricular Program"

Presenter: *Reginald Green*
University of Northern Iowa

Summary Author: R. Green

This program provided information about how Educational Planning Workshops were developed and are presently operated at the University of Northern Iowa (UNI). Development of the workshops was based on Reginald Green's experiences

as an adviser for students undecided about their majors. He found that there was common information, evaluations, and decisions with which all undecided students need to deal. To more efficiently assist undecided students, groups of students met together and advising concepts were presented in a more formal fashion.

An interest inventory was developed for local use because commercial inventories were not adequate for the purpose of discussing the local curriculum. The method of inventory item development involved the use of the UNI catalog as a resource of course titles and descriptions of activities. The Inventory items were organized to reflect three major interest areas: people, concepts, and things, then sub-grouped to reflect six personal styles such as social, enterprising and creative. Combining the Interest Inventory and other materials into a workshop booklet provided the materials needed for the Educational Planning Workshop.

The Educational Planning Workshop has as its theoretical base the necessity for linking three fundamental concepts: the individual, the preparation and the life-style configuration. Before planning begins the students must first understand themselves in terms of their interests, what they have gained from previous experiences, and their skills/abilities both academic and non-academic. Then they must connect these items to the right preparation. This preparation is primarily related to academic curriculum, but can also include non-academic activities. Finally the student must link these two concepts to the third concept, life style configuration, which includes job, leisure, family, etc.

"What You've Always Wanted to Know About Advising Disabled Students"

Presenters: *Richard W. Harris, Coordinator Handicapped Services*
Jeannine Harrold, Director of Career Information Services
Ball State University

Summary Authors: R. W. Harris, J. Harrold

There are several unique challenges that face the academic adviser who works with disabled students. However, these challenges are opportunities rather than problems and are quite manageable with an open approach. Some reasons for the increased number of disabled students participating in higher education include: medical science progress, technological advances, mainstreaming, changing societal attitudes and legislation.

It can be argued that disabled students are not handicapped in an intrinsic way. Rather "society is a creator of handicap" by its poorly conceived

attitudes, physical environment barriers and a pervasive portrayal of the disabled as sick and dependent.

In preparing to advise disabled students, the academic adviser can utilize resource materials that have recently become available. Particularly important are two publications which list educators and scientists with disabilities. These disabled persons are available for advice and consultation -- distinct help to many advisers who are limited in understanding how a disabled person could pursue a given profession.

Several considerations to remember when advising the disabled:

- -Academic advisers must not get caught in the "rescue trap" with disabled students. It is very important to "empower" students to achieve independence.
- -The best source of information is the disabled student - Ask!
- -Advisers have a responsibility to be as informed as possible, to advise, to explain options and then to allow the disabled student the maximum opportunity to succeed or fail on his or her own.

Career Planning Services

The career development needs of disabled students are usually different only in degree, rather than kind. Disabled students often have no work experience, little career awareness, and very little understanding of their real skills, abilities, and interests. Career planning services should parallel the educational planning and academic advising approach towards achieving power and independence.

Career decisions should be made on the basis of aptitude and successful coping techniques, not occupational stereotypes for the handicapped. Disabled students should be encouraged to explore options through a variety of assertive activities such as internships, part-time work, informational interviews, and alumni contacts.

"Eastern Kentucky University's Nova Program: A Holistic Approach to Undergraduate Academic Advising"

Presenters: *Nancy S. Hindman, Jennifer D. Riley, Jacqueline R. Maki*
Eastern Kentucky University

Summary Authors: N. S. Hindman, J. D. Riley, J. R. Maki

The presenters discussed their experiences in establishing and developing an experimental academic advising program for disadvantaged university students with undeclared majors. While "Nova" is based on the University's already effective general advising program, it has been expanded and adapted to provide

more comprehensive, individualized services for the "high-risk" clientele comprising Nova's population.

Nova is based on the principle that providing preventive, pro-active support for both the cognitive and the affective needs of incoming college freshmen is the most effective way to enhance student retention. The presenters related the theory and rationale of their program to such developmental advising models as those of Abel, Dameron and Wolf, O'Banion, and Astin.

The 1978 planning stages and 1978-79 pilot year of Nova were summarized so that audience members might adapt such planning to their own campus situations. Sample invitation and followup letters were included with a report of the eligibility criteria and selection methodology for Nova participants.

Much of the presentation featured handouts and discussion to describe the three main service components of the Nova advising program:

1. One-credit academic orientation course, based upon Eastern's generally required course but modified to include a student needs assessment through appropriate testing and interpretation, mechanisms to maximize interactions between students and their instructors, and special emphasis on the development of effective study skills;
2. Peer helpers to work individually with advisees as academic tutors and as informal counselors to aid in adjustment to campus life;
3. Individual academic advising strongly grounded in developmental and counseling psychology, especially emphasizing realistic career planning and selection of a major, along with active utilization of developmental skills courses and campus services.

Administration of the Nova program was briefly described, with special emphasis on the simple but essential network of communication and documentation maintained among the professional and student staff members. Following this was an explanation of evaluation procedures through analysis of both "client-centered" data concerning student achievement and retention and "program-centered" data about the quality of services and peer-helper training. The presenters concluded by suggesting several changes planned for Nova's future, including better integration of assessment instrument data into individual counseling, as well as the potential adaptation of Nova as a conditional alternative within the University's anticipated adoption of a restricted admissions policy.

"Learning Styles: A Pivotal Point for Retention and Career Decision Guidance"

Presenter: *Jeannette Jenkins, Academic Adviser/Lecturer*
Southern Illinois University at Carbondale

Summary Author: J. Jenkins

Learning Style. The way one acquires meaning from the world is called educational cognitive style. It is the way people process information and the way they solve problems. It is a person's typical mode of receiving, storing, and thinking about information as well as problem solving.

Career Decision. Can learning style be used as a pivotal point for retention and career decision guidance? Some researchers have theorized that learning style and mapping can be used to help determine the style of work for which one is best suited. If students know their own learning styles, they can have a better understanding concerning the type of work for which they are most suited. In turn, retention at an institution of learning can be strengthened when students are able to find, through their learning style, the academic major that leads to personal success.

However, learning style is not immutable. Missing strengths required for specific majors can be developed through coursework carefully selected by the student and the academic adviser.

Instruments for Mapping. Some researchers believe that ways of learning persist even if goals and content change, while others feel learning varies according to subject matter and learner maturity. Important clues concerning the way students take in and process information are being provided by researchers. The most important efforts have established the identification of four major learning styles. Some samples of these efforts were examined and discussed by the participants. A handout provided descriptive information about the following instruments:

> Group Embedded Figures Test by Wilkin, Oltman, Raskin and Karp; Learning Style Inventory by Dunn, Dunn and Price; Learning Style Inventory by Dunn, Dunn and Kolb; Prescription for Learning by Dixon; Learning Style Inventory by Renzulli and Smith; Cognitive Style Interest Inventory by Hill; Inventory of Learning Process by Schmeck; Learning Style Inventory by Silves and Hanson; 4 Mat by McCarthy; and Transaction Ability Inventory by Gregorc.

Research Findings. Preliminary findings from research being conducted by the presenter and Tom Roy, Learning Styles: A Pivotal Point in Career Guidance and Retention, were summarized in the session. The results from the mapping of students' learning styles through Anthony Gregorc's Transaction Ability Inventory were used to determine if there is a relationship between learning style, GPA, ACT scores, attrition and choice of major.

There were two independent variables, GPA and ACT scores, used in regression analysis. The dependent variables were the four learning styles: Concrete

Sequential, Abstract Random, Abstract Sequential and Concrete Random. Since major choice and attrition in the Teacher Education program were nominal data, they could not be used as variables in this statistical procedure.

It was determined that there is a relationship between ACT and the Concrete Sequential Learning Style. The ACT accounts for 10% of the variability in the Concrete Sequential Learning Style Group, which is significant at the .15 level in our example.

Using the Pearson Correlation Coefficient procedure, the only factor that showed a correlation variability was ACT and GPA, at +.51. This is a strong positive correlation.

Group Sharing & Adapting of Information. Participants shared information on learning style instruments that are being used at their institutions. The group exchanged thoughts on how the presented material could be adapted as a pivotal point for retention and career guidance in their specific institutional settings. Many participants remained after the session to ask questions and to examine the sample inventories which were displayed.

"Attrition: Who is Leaving Voluntarily and
What Happens to Their Counterparts Who Stay"

Presenter: *Charles A. Judge, Director, LSA Counseling*
The University of Michigan

Summary Author: C. A. Judge

This study had two unusual features for attrition studies. First, it assumed that students who voluntarily leave college are not essentially different from persisting students, but that they are experiencing different developmental stages or similar stages of development in different manners. Second, it compared leavers with two control groups of persisting students, one matched on background data and one matched on expressed attitudes. This latter feature allowed leavers to be compared to persisters who have similar attitudes rather than to a cross section of all students. It also showed the effect that staying in school has on a group who seem prone to leave.

The attitudes expressed in the freshmen year by those who eventually leave indicate that they are moving away from traditional constraints, are more self questioning and consequently less certain about the future, and are less involved in college. Follow-up data indicate that those who voluntarily withdraw are searchers who have not found school serving their needs. They associate college as a place to help them clarify vocational decisions, and that clarification has not happened for them. They are likely to lack direction

and are less oriented to the future. Their majors are not related to possible careers, and they find course work less interesting. It is not surprising that they choose to leave school.

The persisting students matched on background data are more typical students. They are oriented to the future with a direction and a reasonably clear work identity. Their college majors relate to their future careers, and they find courses more interesting. For them college is a satisfying experience.

The control group matched on attitudes began college as searchers. School has helped them clarify their goals. Their self questioning has been channeled into intellectual concerns. They tend to major in the humanities and often feel that school does not challenge them. Their disaffection, though, would not likely be addressed by being away from school.

For all the differences that are identified among the groups, there are a striking number of similarities. Each group views college as an important time to think through career choices. They have similar attitudes toward faculty and courses. Their rank ordering of two sets of values is surprisingly comparable. Likewise, they identify with campus and cultural groupings in a comparable way.

What implications for academic advising stem from these findings? Obviously, leavers could benefit from effective advising. However, even then many will be uncertain about their direction. Should they be advised to leave? What are the benefits gained by those who leave? What are the costs for those who decide to stay? What advice should be given to each group?

"Midlife Career Changing: Implications for Career Counselors in Higher Education"

Presenter: *Alex Kacen*, Kentucky Wesleyan

Summary adapted from original program proposal by the Editors

This presentation was based on the assumption that adults between 30 and 55 will constitute a growing percentage of the student body in institutions of higher learning during the 1980s. Career counselors in such institutions will, therefore, need to be aware of this midlife career changing process to better serve adult clients.

The presentation included responses to the following subjects or questions:

1. What is midlife career changing? In what respect does it differ from midlife job changing?
2. The frequency of midlife career changing in the U.S. since the 1960's.
3. The reasons for the phenomenon of midlife career changing (three kinds of partially overlapping motivations for midlife career changing were discussed: external, internal, and a combination of both).
4. Does the so-called "midlife crisis" really exist? If so, what are its characteristics? What implications does it have for midlife career changers and for career counselors assisting them?
5. What obstacles--real or imagined--do midlife career changers often face?
6. Can adults in their middle years successfully undertake academic tasks?
7. How can midlife career changers initiate effective career redirection? What occupational options are available to them?
8. Job hunting strategies for the midlife career changer.

The presentation drew on research findings of authors who have contributed to the midlife field from the conceptual, psychological, academic, and vocational perspectives. These authors include D. Hiestand, A. Pascal, W. Clopton, P. Ferrini, A. Parker, G. Paltridge, M. Regan, A. Knox, M. Knowles, S. Tobias, P. Robbins, J. Elliott, B. Neugarten and D. Levinson.

"Publishing and Prospering in Academic Advising:
A Panel"

Presenters: *Marie J. Kilker, Managing Editor, NACADA Newsletter, General Academic Programs, Research and Development,* Southern Illinois University at Carbondale
Lyle Kraft, Vice President, Townsend/Kraft Publishing Co., Inc.
C. B. Darrell, Associate Editor of NACADA Journal, Editorial Board, Peabody Journal of Education, Kentucky Wesleyan College
Diane Tinsley, Editorial Board, College Student Personnel Journal, Career Counselor, Southern Illinois University at Carbondale
Bob Clayton, Editorial Board, Journal of the Association for Measurement, Evaluation and Guidance

Summary Author: M. J. Kilker

Marie J. Kilker discussed the needs of professional newsletters, especially NACADA's, and concomitant opportunities to promote advisement. Dr. Kilker emphasized how to deal with publishing in general and especially how to market material. She suggested sending queries instead of completed articles as a way to find a market. Also, she discussed how to get publicity to make the public

and professionals aware of academic advising. A hand-out was distributed that identified helps in writing and publishing techniques and listed references to publishing outlets.

In the absence of Lyle Kraft, a paper was read from Townsend/Kraft (T/K) Publishing. Their publications are geared mainly toward incoming freshmen and transfer students. Potential contributions should consider what students need to read before admission and advisement. The paper also included subjects the magazines would like to have covered and how to submit relevant articles. Copies of T/K publications were distributed.

Bob Darrell shared his experiences from positions with various scholarly journals, not only those related to academic advisement but others which publish relevant material. He drew attention to opportunities for publication in general magazines and newspapers and through institutional outlets, which provide opportunities to explain and advocate the work of academic advisers, as well as to obtain personal professional advancement.

Diane Tinsley discussed knowledge she has gained about editorial policies of professional association journals and newsletters. Pinpointing reasons for rejection of articles, Dr. Tinsley stressed that attitudes and adaptation are the key factors that can lead to success in scholarly publishing, especially of research and about research projects.

Bob Clayton presented insights gleaned as an editorial board member for professional associations with interests similar to those of NACADA members.

The session was interspersed with audience question periods. Brochures from the ERIC system were also provided to participants.

"Utilizing an Accreditation Model to Evaluate Academic Advisement"

Presenters: *Gary L. Kramer, Beverly Chynoweth, and Larry Taylor*
Brigham Young University

Summary Authors: G. L. Kramer, B. Chynoweth, L. Taylor

A unique and challenging method for evaluating academic advisement at Brigham Young University was introduced during the 1980-1981 academic year. After reviewing many evaluation methods and instruments, an accreditation or self study model was developed and implemented. The concepts associated with a regional accrediting association were used but redesigned to apply to academic advisement solely. Accreditation procedures, advisement standards and guides for writing and conducting a self study were developed and organized in a booklet entitled: *College Advisement Center Self Study Guide.*

The idea of each advisement center conducting and writing its own self study (utilizing a set of guidelines), followed by a review of the study and visit by a review or evaluation team generated high interest and enthusiasm among the College Advisement Center Supervisors. (BYU's advisement program is delivered through ten college advisement centers (CAC) and one non-major advisement center. The CAC's are given minimum responsibilities to be discharged uniformly.) The philosophy or purpose of the accreditation model stems from the following statement:

> "In American postsecondary education, accreditation performs a number of important functions, including the encouragement of efforts toward maximum educational effectiveness. The accrediting process requires institutions and programs to examine their own goals, operations, and achievements, followed by the expert criticism and suggestions of a visiting team, and later by the recommendations of the accrediting body. Since the accreditation is reviewed periodically, institutions are encouraged toward continued self study and improvement. The self study should be an on-going process for the purposes of institutional improvement. Whether used for accreditation or other purposes, it is an analysis by its own staff of the institutions resources and effectiveness in fulfilling its stated mission. The aim must be to understand, evaluate, and improve not merely to defend what already exists. The fact that an evaluation visit may follow gives added impetus to the study, and the views of the visiting team sharpen the impact. The self study is the part of the evaluation process which has primary importance for the institution. Its benefits will be proportional to the incisiveness of the inquiry. A well conducted self study should result in a renewed common effort within the institution to consolidate and improve the whole." (Northwest Association Accreditation Handbook, 1980, pp. 1, 10, & 11.)

Accreditation Procedures

The accreditation model was adopted to maximally involve the CAC staff in the review of their advisement program. Below are the guidelines that describe the accreditation process and the conducting of the self study.

Self Study. Utilizing the self study approach, each CAC was encouraged to prepare a self study report responding to the following standards. (The guides and descriptions for each standard are contained in the Self Study Booklet.)

I. *Purpose (mission) of the College Advisement Center.* All phases of the advisement program should grow out of a clearly stated purpose statement that is published, distributed, and widely available.

II. *Organization and Administration.* A carefully planned administrative organization coordinates all of its resources effectively toward the accomplishment

of its stated purpose. There should be clear lines of responsibility for advisement and orientation functions. The advisement center should systematically examine all of its policies to be sure that they are commensurate with stated goals and objectives and are communicated to all concerned.

III. *Advising Program.* The advising program must be clearly related to the CAC's purpose statement. This relationship between purposes and programs must be demonstrated in the implementation of advising and orientation services.

IV. *Financial Resources.* The adequacy of the financial resources of the advisement center is to be judged in relation to the basic purpose of the CAC, the diversity and scope of its programs, and the number of its students.

V. *Faculty and Administration.* The retention of faculty in the advising program is paramount to its success. The effectiveness of the total advisement program is determined in large measure by the relationship faculty have with students and the College Advisement Center. Faculty who are well oriented to the purpose and functions of the CAC should contribute to the goals of the advisement program.

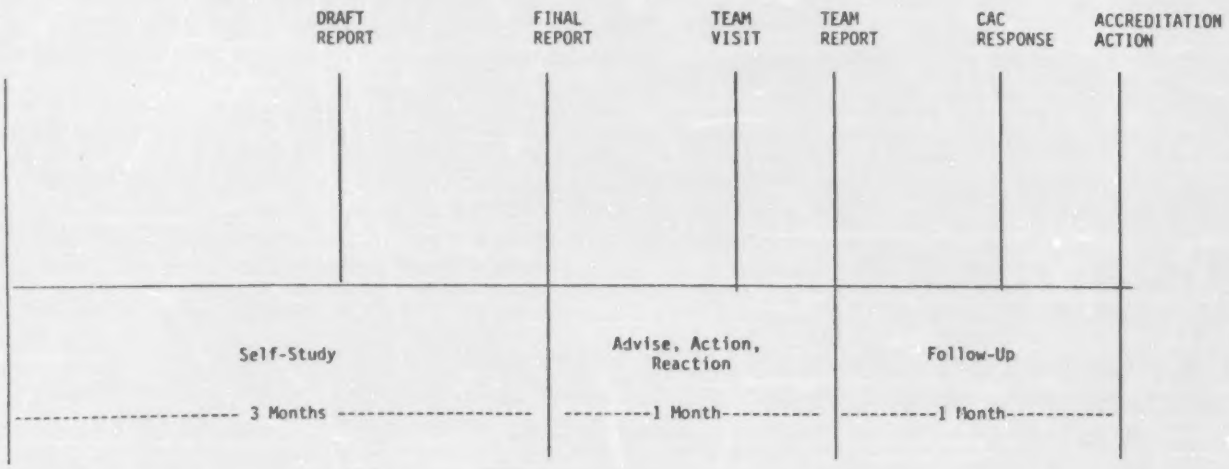
VI. *Physical Resources.* The physical facilities should be designed and maintained to serve the needs of the CAC in relation to its stated purpose.

VII. *Special Activities.* Many College Advisement Centers have developed a variety of supplemental and special advisement programs in fulfilling their stated objectives. They should be integral components of the CAC's total commitment. Recognition, support, and coordination of all such activities should be achieved regardless of the particular administrative framework.

VIII. *Advisement Forms, Records, and Informational Materials.* Adequate record keeping and dissemination of informational materials to constituents is basic to the proper function of the advisement center. The CAC should be responsible to address the accreditation standards and involve others in the college with the advisement program and the self study. A small steering committee composed of faculty, staff, students, and other CAC supervisors was suggested.

Team Visit. The self study report is submitted at least two weeks prior to the visit by the evaluation team. The size of the evaluation team varies usually from four to five members. Normally the team consists of the Coordinator of Academic Advisement (chairman), Admissions and Records administrator, one or two faculty members appointed by the Dean of the College under review, and a CAC supervisor appointed by the Dean of Admissions and Records. Before the accreditation visit, the College Advisement Center receives sufficient notice of the visitation date.

Following is a time line of the typical evaluation process (adapted from the Northwest Association Accreditation Handbook, 1980).



During the visit, the evaluation team reviews the CAC's self study report with advisement-related personnel in the college. At the conclusion of the accreditation visit, the visiting team submits a report (normally two weeks after the visit) containing findings, suggestions, recommendations, and commendations (when appropriate). After review of the team's report, the CAC is encouraged to respond to recommendations and suggestions in the accreditation report. A certificate of accreditation is awarded to each CAC reviewed that is assessed to be in compliance with the accreditation standards.

Renewal. The self study should be an ongoing activity of the College Advisement Center. Accreditation, however, is recommended every three years. The CAC's are encouraged to participate in the University's annual audit of programs and services in the years when accreditation visits do not occur.

"Subconscious Characteristics of the Coordinator-Adviser Interaction"

Presenter: *Howard C. Kramer*
Cornell University

Summary Author: H. C. Kramer

The presentation involved five activities described below.

First, the audience participated in creating lists of terms or characteristics describing ideal and undesirable stereotypes of student-services staff and faculty.

Second, a theoretical framework, drawing on research of psychoanalyst Melanie Klein, was presented. Central to Klein's work are the twin psychological mechanisms of projective and introjective identification.

Third, a model for describing the fantasy and real-world demands of the roles of advising coordinator and faculty adviser were presented. The extension of Klein's theory to the adviser-coordinator interaction suggested that each participant in the interaction may encounter role conflict, due to the lack of congruence between the fantasy level and real-world demands of the job. Furthermore, each participant may also engage in both projective and introjective identification, making it more difficult for the role of coordinator or adviser to be fully realized.

Fourth, data gathered from members of the audience and from attendees at the Cornell Advising Workshops were used to test the model. Although data were available only from the perspective of the advising coordinator, the summary of results appeared to support the interaction proposed by the theoretical framework.

Finally, three implications, or tasks, for the coordinator were advanced. The first task for the coordinator is to help faculty advisers retain and incorporate characteristics that are perceived by faculty to be undesirable for the ideal faculty member. The second task for the coordinator is to find support and assistance to help the coordinator retain and incorporate characteristics that may be perceived as undesirable by the coordinator; e.g., some aspects of managerial behavior. The third task for the coordinator is to understand the implications for the advising program of the twin phenomena of projective and introjective identification.

Questions, comments, and general discussion completed the program.

"Pivotal Career Decision Points and Student Developmental Stages: Hazards and Opportunities"

Presenter: *Dean LaCoe, Academic Adviser*
Boston University School of Public Communication

Summary adapted by the Editors from original program proposal

- One student puts pen to paper and declares his/her major without hesitation. A classmate, facing the same question, spins into a full-blown life crisis.
- A student eagerly searches out a career-oriented summer internship, while the roommate returns to Atlantic City to wait tables at night and develop a tan by day.

Can Perry's Developmental Theory help explain diverse reactions to career challenges and opportunities? In attempting to answer this question, the 1,400 students at the Boston University School of Public Communication (SPC) were examined to determine:

--What does SPC's undergraduate professional program demand of its students in terms of considering career information and making decisions?

--What stage of intellectual and ethical development has the "typical" student achieved by the time SPC makes these demands (Example: where is the atypical sophomore 'at' developmentally when a major must be chosen?)

--If the individual is not developmentally suited to the type of challenges at SPC, how can the School be of assistance to the student?

The project included assigning each class (freshmen, sophomores, etc.) an average Perry developmental stage (based on work at Ohio State and University of Maryland). Then, the challenges (choose first communication course, declare major, declare minor, search for internship, etc.) were charted.

Findings were startling. An example is the first semester of the sophomore year. If it is assumed that most sophomore students are at Perry's stage three, then they may be characterized by increasing conflict and anxiety, an inclination to judge self against others, and a continued tendency to rely on Authorities, and a budding analytic ability. At this point the SPC asks them to declare a major, to choose between five degree programs. Thus a mismatch between SPC's sequence of demands and the students' developmental level is evident.

The developmental framework provided by this analysis not only points out trouble spots, but suggests remedies. For example, the SPC has already amended its sophomore career activities. To help with the anxiety and to let them examine each other in an open and honest setting, all sophomores are invited to join small seminar groups. Since "stage three" students have a tendency to look to Authorities, they are introduced early to "proper" Authorities who will give the correct and timely academic and career information, and they are encouraged to use these SPC advisers and counselors. Since parents and professors are regarded as Authorities, SPC is exploring ways to get them better career information and give them a sense of how career decisions are effectively made.

The project analyzed the four undergraduate years at SPC and went on to consider the transition to work and the early work socialization stage. A wide range of recommendations on how to work with the students who are developmentally ahead or behind their classmates were made.

"A Nontraditional Approach to Pre-College Counseling"

Presenters: *Malinda McDaniel, Ella Faulkner, Patty Powell*
Memphis State University

Summary Authors: M. McDaniel, E. Faulkner, P. Powell

Students moving from high school to college are confronted with a myriad of new terms and procedures, as well as a new environment. As a result, students experience a great deal of confusion and frustration. One of the roles of a college adviser is to ease this transition. Paramount questions are: How can we do this sooner? How can students become better informed? How can a more familiar and comfortable environment be provided? When are students most impressionable?

Most college orientation programs attempt to answer these questions; but do they occur soon enough? Our workshop, COLLEGE/GETTING DOWN TO BASICS, has been presented for two years and has proven to be effective in answering some of these questions and solving some of these problems. The intent of the workshop is to involve any college-bound senior and/or high school counselor in the advising, scheduling and registration processes, as well as to impart other useful information about college attendance.

Prior to the on-site visits at primary feeder high schools, each counselor was contacted and provided with explanation of the workshop's content and purpose. During the one-hour workshop, appropriate college publications and other hand-out materials were used as guides. Areas reviewed included college terminology, academic regulations, and academic procedures. To encourage participation and questions, students were given sample adviser slips and course listings and asked to complete trial schedules to determine their first semester's load. To promote further student participation, time was allowed for questions and answers. Also, information about available resources, such as financial aid, residence life, and tutorial programs was presented. At the conclusion of each session student evaluations were distributed, and evaluations were sent to the counselors and instructors several weeks later.

The discussion in the session included the materials, methods, and evaluations from the workshop. The presenters tried to focus on how such a program can be implemented and also why it should be implemented. Because of the adaptability and low cost, this workshop is practical for most colleges and universities and as a public service to the community. It also provides a necessary focus on the transition from high school to college.

The presentation was directed to faculty advisers, coordinators, and directors of academic planning units, as well as new and experienced advisers.

"Dealing with the Masses - Individually"

Presenters: *Keith H. McDonald, Sr. Patricia Monahan, Mary Lou Riccio*
Northern Illinois University

Summary Authors: K. H. McDonald, Sr. Monahan, M. L. Riccio

The session presented an overall view of attempts to individualize academic advisement in a multi-college/university setting (Northern Illinois University). Emphasis was upon the differences between new entering freshmen and new entering transfers. During orientation and in subsequent times, academic advisers explicitly related how a single college can operate independently, and at the same time, work with four other colleges within a large university setting.

Major advisement aids, orientation materials, pre-advisement group sessions, and evaluation of credit coordination material were presented. These showed the preparation required prior to the student's arrival on campus prior to enrollment, and specifically to the College of Education's use of these aids to facilitate individualized advisement. The exchange of advisement material between colleges and academic advisers when the student changes his/her major field of study was presented.

It was emphasized that more than course selection is needed to have a successful academic advisement program. The relationship of academic advisement to admission, orientation, records and registration, faculty, academic administration, and departments was explored. The principles of cooperation, sharing, openness, caring, and responsibility established within this system would serve in a variety of settings and could be adjusted according to institutional size.

"The Academic Advisor: Humanist and/or Huckster?"

Presenters: *Joseph F. Metz, Jr. and Thomas K. Allan*
University of Maryland

Summary adapted by the Editors from original program proposal

Reading the literature on advising, one must notice that considerable attention and space is given to describing the characteristics of a "good adviser." This adviser is most often described as attentive, concerned, caring, interested, knowing, patient, sensitive and understanding. In addition, being a "good listener" always appears as a prime virtue.

There can be little doubt that these are desirable traits, although some readers of the literature must question if it is possible to find all of them occupying a single body. For as intriguing a question as that is, an even more engaging question can be asked, one whose answer can be generalized and

has more practical impact. That question can be expressed in the words of a song popular several years back -- "Is That All There Is?"

In the world in which the student operates as student, i.e., college or university, stress and tension run rampant. Pressures rebound from every ivy-covered wall. It is an ideal milieu for insecurity to distort perception and for irrational beliefs to warp the limits of any student's characteristic behavior. It is also a time during which the student is asked to make complex, difficult, far-reaching decisions.

Does the student, then, want/need/expect a large dose of "humanistic" advising? In an intellectual atmosphere, driven by a quest for rationality and reasoned change, will a caring, concerned, sensitive listener make a whole lot of long-range difference?

This program contrasted the humanistic approach to advising with one similar to the rational-emotive approach advocated by Albert Ellis. The presenters emphasized the place that assertiveness, cajolery, coercion, confrontatin, persuasion, prescription, and suggestion can constructively occupy in an adviser's response repertoire. A collegiate version of Ellis "irrational beliefs" was offered as a stimulus for audience discussion.

"A Structured Career Exploration Program
for Undecided Students"

Presenters: *Joseph A. Metz, Jr. and Mac Saddoris*
University of Maryland

Summary adapted by the Editors from original program proposal

"Undecided students" continue to be the enigma of postsecondary education. They have been characterized as anxiety-ridden souls caught in their web of indecision, as middle-of-the-roaders looking for the best curricular ideal, and as practicing proponents of exhaustive exploration and delayed gratification. As matriculants, they have been cajoled, exhorted, ignored, venerated, and relentlessly researched.

"Undecided students" are people who have not yet officially declared majors. Some already may have done careful educational/career planning; others will have done little or none. Some could officially designate appropriate majors given (literally) a moment's notice; others will leave the institution -- even by way of graduation -- without having chosen satisfying academic programs.

The point to be made is that considerable diversity exists within the generic term "undecided student." Although not new or startling, it is a

point that often is not reflected in programs designed to help "undecided students." This has been the case in the Undergraduate Advising Center at the University of Maryland's College Park Campus.

The approach of the Center to educational/career planning for "undecided students" has been informal and relatively unstructured. Students are seen on a drop-in or appointment basis. In spite of this individualization, the staff typically has used good conversation, shared planning efforts and referrals with all "undecided students" who chose to use Advising Center resources. This approach, applied to individual students, certainly recognizes the heterogeneity that exists within the undecided group. However, as an approach to this group qua group, it provides no option for students who are reluctant to seek assistance and/or who need more structure in their educational/career planning.

To provide such an option, the Advising Center and the Career Development Center have worked together to develop a structured exploration process. Drawing on U.S. Employment Service research and development efforts and the work of the federally funded Appalachian Educational Laboratory, the process provides a regulated means for exposing students to concrete and functional information about the world of work.

Components of the structured process are 1) a mailed invitation to participate in the program with the option of saying, "No;" 2) a commitment on the part of participating students to attend a series of workshops and advising sessions; 3) a unique workbook format developed cooperatively by the Career Development Center and the Advising Center; 4) systematic evaluation to determine the program's impact on student's persistence, academic performance, and satisfaction with planning efforts.

This presentation described the cooperative effort between the Career Development Center and the Advising Center, the structured program as it actually had been used with students entering in the Fall of 1981, the workbook format, and student evaluations of both the program and their self-directed efforts in the workbook.

"Advising with 20/20 Vision: Improving Student Retention by Using Learning Styles Information in Academic Advising for High Risk Student Populations"

Presenters: *Janice A. Nisbet and Virgil E. Ruble*
Ball State University

Summary Author: J. A. Nisbet

A continuing frustration of academic advisers working with special student populations is one that arises from academic failure and attrition -- stemming

not so much from academic ability, but from a collision of unperceived or hidden learning style, anxiety, and control orientation problems experienced by these students. Although advisers have individual student folders filled with traditional bits of information about national test scores, class ranks, high school and transfer course grades, testimonials from counselors, and indications of academic career interest, still the vision of the adviser may be blurred regarding reasons behind the successes and failures described by these bits and pieces. In spite of the most conscientious advising efforts, the students continue to fail and to drop or stop out.

An awareness of student learning styles, locus of control, and anxiety thresholds for these advisees can enhance the adviser's ability to inform and direct students. For example, advising sessions can be more effective if if is known which students respond best to group sessions and which prefer individual attention. Counseling can improve if it is known that a student avoids self-paced instructional situations like the plague. Additional advising strategies are open when it is known that a prospective Accounting major resists repetitive learning situations. Knowledge that a group of advisees in Nursing panics at the thought of objective tests or that they can not synthesize information will affect advising sessions with these students. Knowing that a Social work major believes that he/she has no control whatsoever over life will make a difference in career counseling with this student. The use of a team approach which can test, interpret and precounsel or prescribe strategies to assist the adviser can provide these insights and assure 20/20 vision in advising.

Ball State University has developed this systems approach for use with high risk students and the Learning Evaluation Access Project (LEAP) students. Information on student learning styles, locus of control, and anxiety levels for 3,800 high risk, minority, and returning adults has been used over a 7-year period. The data indicate that retention has improved, student attitude and awareness of advising benefits have been enhanced, adviser satisfaction with the quality of advising information and with the response to advising by students has been heightened, and academic department involvement and commitment to these student populations have increased.

Appropriate screening, testing and interpretations are accomplished by Academic Opportunity Program and Learning Evaluation Access Project personnel along with the University Psychometric staff. Recommendations for remedial and developmental classes, study skills workshops, and special counseling are then made by the team and forwarded, along with insights about learning styles

and strategies which might assist staff, to the University Academic Advisers for individual work with students. However, all staff are free to choose their own delivery methods. Keys to success in such a project are the quality of information flow among all participants in this team effort, and the mutual professional respect held by the participants. The interaction is constant.

At Ball State University techniques for acquiring this insight-producing information have been perfected using the Myers-Briggs Type Indicator, Study Behavior Inventory, Rotter I-E, and Suinn Anxiety Scale. Methods of interpreting data in terms of advising impact have been devised, and advising strategies capitalizing on this input have been developed to enhance retention and success among special student populations.

"Advising the Disabled: The Shady Side of Sec. 504"

Presenters: *Wanda Oakey, Karin Lanchester, Richard Oakey*
Southern Illinois University at Carbondale

Summary Authors: W. Oakey, R. Oakey

In compliance with Section 504 of the Rehabilitation Act of 1973, most colleges and universities are now making their programs and facilities accessible to students with disabilities. While implementation of Section 504 has resulted in ramps, wider doors, elevators, and accessible classrooms, it leaves certain intangibles up to the conscience of each academic adviser -- responsibility to disabled students; the misunderstandings and prejudices that can interfere with advisement; or the sheer complexity of successfully advising a blind, deaf, dyslexic, or quadriplegic student. With increasing numbers of disabled students attending colleges and universities, academic advisers need to gain knowledge about disability and to learn skills necessary for the effective advisement of a special population. It was hoped that this workshop would provide a beginning for, or more likely, focus upon a continuing effort in accomplishing these goals. It was also hoped that learning together and sharing problems and ideas would help us see students with disabilities as students who have abilities too.

As a foundation for discussion, four types of disabled students were briefly described: the blind, the deaf, the learning disabled, and the motor-disabled. Understanding the limitations caused by each type of disability was emphasized, as was the importance of clarifying and understanding the extent of each student's handicap in order to more effectively advise him or her.

In the second section of the workshop the responsibilities of the adviser both before and during an advisement appointment were described. Problems peculiar to various types of disabled students were drawn from case studies, along with suggestions of ways to help each student solve problems and ease the difficulties of coping with an academic environment.

Some practical and mechanical aspects of advising disabled students were reviewed also. A slide presentation provided factual information about learning disabilities, while a handout of the sign language alphabet and a short sign language "lesson" served to emphasize the necessity for total communication. Braille methods and machinery, as well as other mechanical details pertaining to blind, deaf, and motor disabled students were also discussed.

At the conclusion, audience participation was requested in order to examine experiences, misunderstandings, and additional information which can help in advisement activities. Success in the endeavor of advising the disabled is not dependent on large programs or grants; it is dependent on each adviser's willingness to expand his or her knowledge and to dedicate the time spent advising a disabled student to that particular student, who has unique needs and goals.

"Using Fieldwork to Train Paraprofessional Advisers:
Everyone Benefits"

Presenter: *Marilou Osinske, Director, Educational Advising and Orientation*
University of Cincinnati

Summary was adapted by the Editors from original program proposal

The major focus of this presentation was on the fieldwork, training and service delivery model used to train paraprofessionals to work in the Advising Center at the University of Cincinnati. The way classroom instruction and service delivery are planned was illustrated and the details of the operational contract required for paraprofessionals was shared. Methods of awarding class credit and contract grading for experiential learning were also discussed.

The Cincinnati program develops a close linkage between paraprofessionals and professional advisers because agency personnel serve as both professors and on-site field work supervisors during the training program. The problems and benefits of both instructing and supervising paraprofessionals were outlined, noting specific pitfalls to be avoided.

Session participants had the opportunity to hear samples of training tapes developed by advisers and to listen to portions of actual client tapes.

The eclectic approach to training was described and discussed and specific techniques were illustrated. Paraprofessional and client evaluations which indicate the success of the program were available.

"Metamorphosis: Helping Advisers to Become Change Agents"

Presenters: *Lynn Pawlicki, Academic Advising Services Assistant*
Charles W. Connell, Associate Dean of Arts and Sciences
West Virginia University

Summary Author: L. Pawlicki

Because innovations are by nature creative and idiosyncratic, one may appreciate an innovative success without understanding how to replicate the process that caused it. By specifying regularities in the process of innovation, one can learn how to bring about desired change. This presentation demonstrated one practical program in which advisers, who had viewed their roles as basically information givers, moved to encompass more versatile, problem solving, effective "helper" roles. The program was then used as an example to explain the application of effective principles of innovative change.

Advisers included in the program were six faculty and five graduate assistants who had been functioning primarily as information givers to students regarding curriculum, course content, and University procedures. The goal of this program was twofold: 1) to enable probationary students to develop more realistic goals, plan ways to achieve them, and measure and focus on their accomplishments as they adjust to the college environment; and 2) to enable advisers to use self-management techniques to aid the students in accomplishing their goals. At the same time the program enhanced the adviser's role through learning of new tools which have great flexibility of application beyond this specific program.

This session focused on the process used to entice faculty to choose to learn new skills and cooperate in working with such "problem" students. There were no external rewards given to enlist their support. Included was information about faculty reaction to the training sessions.

For students, the results have been statistically significant, as evidenced in their grade improvement. The interest, involvement, and support of advisers have been most enthusiastic. Their comments and written evaluation questionnaire were reported.

An analysis of the process involved in bringing about this obviously successful change in the adviser's role was explored in detail, including anecdotal case histories of several individual advisers.

The momentum is now coming from advisers requesting expansion of programs and expressing desire and need for a variety of professional training sessions. The concluding segment focused on implications for future planning and training as a function of this momentum.

"Interpreting Tests and Placing Students: Conceptual Strategies for Academic Advising Dilemmas"

Presenter: *Thomas Redmon*
The College Board, Southern Regional Office

Summary adapted by the Editors from program proposal

Regardless of the specific form of academic advising taking place on college campuses, adequate decision strategies are essential to the development of helpful, objective advising. The purpose of this presentation was to present a general, conceptual strategy which might be useful to academic advisers as they assist students with academic decisions.

There is a common dilemma inherent at all levels of academic advising - i.e., the agreement and/or disagreement between the adviser and the student regarding the use of test results for course placement.

The typological advising strategy described in this session is based on a simple policy analysis typology suggested by Thompson and Tuden. Since it is difficult to move from educational strategies to a concrete typology for dealing with advising decisions, this typology is derived from the policy sciences literature in order to operationalize many of the mixed strategies as they exist in actual circumstances.

For this session Thompson and Tuden's original four-cell typology was modified and yielded a nine-fold typology of academic advising strategies. The terms agreement, non-agreement (confusion), and disagreement describe the relationship between the adviser and the student and are placed on both a horizontal and a vertical axis. The horizontal axis represents preferences about placement solutions, and the vertical axis represents beliefs about test results and placement decisions.

The presenter discussed each cell of the typology in the following format:

1. The decision issue (agreement, confusion, disagreement) facing the adviser and the student.
2. The strategy employed in managing the decision.
3. The functional role played by the adviser in the placement decision process.
4. An example of the decision issue in academic advising.

This conceptualization offered models of effective advising strategies by which students and advisers may resolve placement dilemmas. Solutions to these dilemmas may contribute to the effective organization of advising programs and may help students to achieve personal academic goals.

"SO YOU EXPECT TO GRADUATE IN JUNE -- An Advising System to Validate Graduation Requirements"

Presenter: *Doris C. Rosenman, Coordinator of Special Projects, Academic Advising Center*
Temple University

Summary Author: D. C. Rosenman

Probably the biggest unknown (outside of chem lab) for many students is "Will I really graduate when I expect to?" This problem is compounded when colleges change degree requirements and increase the confusion of "Which program am I in?" To assist students, departmental advisers, and the staff of the college awarding the degree, the Academic Advising Center at Temple University has devised a system which begins with new student orientation and ends with commencemer

In effect for six years, this system has been helping the advising center prepare an accurate list of prospective graduates and validate their graduation in a systematic manner. It has eliminated the frantic search for grades for previously incomplete courses and the late addition of names to the graduation list. It enables both departmental advisers and advising staff to be knowledgeable about each student's program and requirements, and it provides reassurance to students that they are taking the right courses and will indeed graduate on time.

Because of the various program changes, the College of Liberal Arts is presently graduating students according to three different sets of degree requirements. Students admitted in 1980 were admitted under two different programs determined by the number of credits the University accepted in transfer.

As part of the new student orientation all students attend a workshop in which their particular degree requirements are explained. They are given appropriate worksheets which are color-coded; students are urged to keep them in a file the University provides. They also meet individually with an adviser to select courses and resolve individual questions. Each academic credential, filed in the Dean's office, is marked with an appropriate card to identify the program. When students complete 30 credits, a copy of the academic record is sent to the department where they will be advised. An appropriate worksheet is included with each file to identify the program the student is completing.

At this point the student, department, and Dean's office are each aware of the program the student is completing. Students may be advised by their department or return to the advising center for information. Each office maintains individual files to enable advisers to provide accurate information.

When a student has completed 87 semester hours (of the required 128) and is in the first semester of the senior year, (s)he is invited to meet with an adviser in the advising center to review the remaining requirements for graduation and to sign a summary sheet pertaining to the requirements already completed. This sheet is prepared and reviewed by a clerical staff person prior to the interview. It is clearly marked with the projected date of graduation and provides space for many changes. After being reviewed, the summary sheet is signed by the student and the academic adviser. Two copies are made and sent to the departmental adviser for a review of requirements in the major. One copy is kept for the department's file and one copy is returned to the advising center, where it is checked for any changes made by the departmental adviser. The date and adviser's signature are typed on the advising center's copy to indicate it has been reviewed and approved by the department. The copy signed by the departmental adviser is then sent to the student.

To locate each student, an alphabetical card file of finder cards is maintained according to graduation date. This card is used to identify students graduating in upcoming semesters. Using this file to locate credentials, each student in the first month of the final semester is sent a "Plans for Graduation Form," color-coded for the appropriate graduation date. This form requests the correct spelling for the name to be imprinted on diploma, a permanent address, information needed for the computer system, a listing of courses in which the student is enrolled, and information about courses not yet completed. The office is then able to request further information about incomplete courses from each faculty member about 60 days before graduation. This form, noting specific requirements in the space marked "For Office Use Only," is used to validate graduation. It is attached to the front of the credentials for each prospective graduate, visually identifying the file and alerting advisers.

Upon satisfactory completion of course work, students who appear to meet all graduation requirements are sent an approval letter supplying additional information about graduation. Those who seem to have problems are sent a nonthreatening question letter. The student's failure to respond in a reasonable time to the question letter provides reason for removal of that student's name from the graduation list.

When transcripts are received, each transcript is checked against the requirements listed on the graduation form. Students who fail to meet the specific requirements are sent an "off" letter. In some cases the problem may be corrected, and the student's name may be reinstated on the graduation list. An appropriate letter is sent to the student regarding this reinstatement.

The College of Liberal Arts graduates approximately 800 students each year in three sequences -- August, January, and May. Crises and complaints have been kept to a minimum.

"Academic Probation: A Student Profile"

Presenters: *Peggy C. Smith, Coordinator, College of Arts and Sciences*
Clyde Jacob, Assistant Dean, College of Arts and Sciences
University of Oklahoma

Summary Author: P. C. Smith

Probationary students represented 7.25% of the 3,345 students admitted to the College of Arts and Sciences at the University of Oklahoma. These students cut across multiethnic, social, and geographic backgrounds. A profile of the typical probationary student was developed and compared to similar data for all students within the College. Data for the profile were derived from 258 undergraduate students who had earned a grade point average of less than 2.0 and were therefore on academic probation in the fall of 1980. The probation students were also classified as to whether they were transfer students. The Office of Student Affairs Research provided the multivariable data base reflecting the students' academic and nonacademic history.

Over one-half (52.5%) of the student body within the College were females, but this group represented only a third (35%) of those students on academic probation, suggesting a potential sex differentiation among high risk students. Possible reasons for this apparent difference were discussed. It was speculated that there were a number of traditionally male dominated areas, such as geology and chemistry, that many male students enter without sufficient prerequisites, resulting in lower grades. Other differences between probationary and non-probationary students were discussed such as the variance in the ACT scores. Only 23.5% of the total college student body scored 18 or less on the English portion of the ACT while 44.5% of the probationary students scored in a similar manner on the same subtest. The remaining discussion focused on the following variables: age, classification, marital status, residency, high school grade point average, and ethnic background.

Each probationary student visiting the advising center was given a questionnaire to complete and then discuss with an adviser. The first three questions were used to obtain information concerning career decision making. They were: 1) Why did you select ? as your major? 2) What is your career objective? 3) Who has given the greatest encouragement toward your degree? In many instances the first two questions were left unanswered or they both had parallel answers -- to make money. The third question was primarily answered by listing parents.

Question number four queried the students about the number of hours they were employed per week. Almost all of the probation students were working at least twenty hours per week. The remaining two questions surveyed the students' perceptions of the reasons for their academic difficulty. The response that was ranked the highest was the lack of adequate advisement concerning courses. The second most frequent response indicated that they did not have enough time to study. The final question requested the steps the student would pursue to remedy the probationary status. The first ranked response for correcting the situation was to be employed fewer hours per week.

"Hearing How Students 'Make Meaning':
Listening Through Perry Ears"

Presenters: *Jerry K. Stonewater, Assistant Professor, Instructional Development, Research and Evaluation*
Karin Lanchester, Academic Adviser, College of Liberal Arts
Wanda Oakey, Academic Adviser, College of Liberal Arts
Southern Illinois University at Carbondale

Summary Authors: J. K. Stonewater, K. Lanchester, W. Oakey

The purpose of the session was to present a model that translated William Perry's scheme of the intellectual development of college students into the academic advising setting. Perry has shown that as they develop intellectually, students move through four positions -- dualism, multiplicity, relativism, and commitment in relativism -- and that the way students think about and "make meaning" out of reality is qualitatively different at each level. Thus, the model is important for academic advisers in that it provides a means of assessing students' "thinking" levels as well as understanding how students at each level view issues of course selection, major choice, and career decision making. It also enables advisers to respond to students and their concerns about courses, majors, and careers in ways that are appropriate for their Perry-positions. In short, the Perry scheme provides a mechanism by which we can better listen

to students and respond in ways that are helpful to them because our responses are consistent with students' levels of development.

In order to explain how students view the issues of major, course, and career selection at each of the four Perry-levels, a matrix was used. In each cell of the matrix, Perry theory was translated into statements students might make about major, course and career decisions. For example, a dualistic student who is choosing courses might say to the adviser, "You tell me what course to take; you're the one with the answers." Or the student may view discussions about career choices from the perspective of what the "right" career is.

To help participants begin to develop facilitative responses to students, student-adviser role-play interactions were conducted. Appropriate and inappropriate responses for the particular student's Perry-level were identified.

Finally, participants had the chance to role-play a student, an adviser, or an observer for a common academic advising situation. The task for the adviser was to identify the student's Perry-level and respond appropriately.

Copies of the theoretical paper, the matrix, and the role-play exercises are available upon request from the first author.

"Developing a University-Wide Handbook for Faculty Advisers: How to Start and How to Finish on a Limited Budget"

Presenters: *Phyllis M. Thomas and Julie S. Foret*
University of New Orleans

Summary Authors: P. Thomas and J. Foret

Although faculty advisers are expected to become familiar with numerous programs and rules and regulations pertinent to effective academic advising, this information is often presented to advisers in a disorganized manner and thus remains unread. The University of New Orleans (UNO) Academic Advising Handbook was recently developed in order to help improve the dissemination, use, and understanding of advising information at UNO. This presentation offered practical suggestions for faculty advisers, counselors, and administrators interested in developing similar documents.

The presenters described the process of organizing and implementing UNO's Handbook in the context of available time, money, people, and unanticipated problems. Participants received an information sheet, "Considerations for Preparing a Faculty Adviser Handbook," which detailed eight concerns:

> 1) Purpose and content; 2) Committee selection and division of labor; 3) Format and style; 4) Cost; 5) Accuracy and editor's responsibilities; 6) Timing; 7) Distribution; 8) Revision.

These considerations were discussed in depth with the goal of allowing participants to apply appropriate information to their various institutional settings.

During the remainder of the program, materials selected from UNO's Handbook were distributed and special features highlighted. Sample materials included the following:

> 1) Statement of purpose; 2) Outline of advising rules; 3) Placement information chart; 4) Suggestions for advising special student populations (remedial, honors, and international); 5) Pointers on fulfilling requirements and choosing electives; 6) Freshman course descriptions; 7) Quick resource guide (essential phone numbers and rooms); 8) Descriptions of campus resources; 9) Handbook update form.

Participants were advised to consult other handbooks for additional ideas.

Questions and comments from participants revealed that many were in the process of beginning, completing, or revising handbooks, and that they had related concerns. Following the formal presentation, several participants who had already completed handbooks shared information and materials.

Additional information can be obtained from the Strengthening Developing Institutions Program, University of New Orleans.

"Academic Advising of Student-Athletes: A Model Program for Participants in Intercollegiate Athletics"

Presenters: *James R. Tootle, University College, and Robert Gordon, Academic Adviser*

Ohio State University

Summary adapted by the Editors from original program proposal

This presentation described an advising program in the University College of The Ohio State University. The program was begun to meet the needs of student-athletes who must fulfill academic requirements which are not applicable to other students. University College has recognized the fact that student-athletes face a variety of unique experiences, problems, challenges, requirements, decisions, pressures, and opportunities. The College has, therefore, endeavored to establish an effective and innovative program of academic advisement designed to enable student-athletes to obtain the maximum benefit from their college experiences.

The presentation focused on the following elements of this advising program:

1. Orientation: University College conducts an extensive orientation program attended by almost all incoming students (and many of their parents) for two-day sessions during the months of June, July, and August. During this orientation program, prospective student-athletes attend a special informational session. Representatives from the Athletic Department and University College acquaint these

students with athletic eligibility requirements and establish the general tone and structure of future interaction between the College and this clientele.

2. Adviser Assignments: Upon enrollment, each student-athlete is assigned to an academic adviser in the College who is knowledgeable regarding both curricular requirements and athletic eligibility requirements. The presentation discussed the selection and training of advisers for this role and the general nature of the adviser-advisee relationship.

3. Freshman Survey Course: University College offers a survey (or "orientation") course to all entering students during their first quarter of enrollment. A special section of this course has been created to meet the needs of student-athletes. In addition to presenting information needed by all new students regarding University rules, procedures, and resources, the class for student-athletes includes several specifically designed components:

   a) An activity designed to help students begin to share information about themselves and establish a good environment for future class discussions.
   b) A lecture/discussion session on the scope and purpose of student activities and organizations with emphasis on opportunities for involvement.
   c) A group discussion concerning perceptions of student-athletes held by various segments of the campus community.
   d) A goal setting session on the establishment of long range and short range objectives in the areas of career and life-style planning.
   e) A session on curricular requirements and the development of a well conceived plan of courses to be scheduled during the remainder of the freshman year.
   f) Written assignments and group discussions analyzing overall concepts such as the mission and purpose of an athletic program at a University and the student's role in that program.
   g) Sessions on areas of personal development such as budgeting time and study skills.

In addition to these elements of the advising program, attention was given to recent efforts to expand and improve advising services by 1) cooperating with the Athletic Department in the recruiting of prospective students; 2) providing assistance to student-athletes experiencing academic difficulty; 3) encouraging student-athletes of high academic ability to participate in honors courses, to apply for various scholarships and awards, and to strive toward academic excellence.

Through this program, University College is endeavoring to motivate student-athletes to think in terms of their total development through involvement in their academic pursuits and all other aspects of campus life.

"Assessing and Renewing Undergraduate Advising Effectiveness at Gonzaga University"

Presenter: *Anthony T. Wadden, Chairman, Department of English*
Gonzaga University

Summary Author: A. T. Wadden

Gonzaga has a long-standing tradition for academic advising that is grounded in the relationship between the student and his individually assigned faculty adviser. However, institutional neglect -- the failure to provide training, recognition, incentives and rewards for advisers -- has allowed the system to deteriorate.

Recent efforts to improve student retention have renewed Gonzaga University's interest in advising effectiveness. The University has undertaken a four-stage program to assess and renew undergraduate advising effectiveness that may serve as a useful example for other, similar private institutions. Gonzaga's program includes institutional reassessment of philosophical goals and faculty responsibilities; careful internal study of the current quality of undergraduate advising through surveys; sound appraisal and advice from an outside observer, Dr. Melvene D. Hardee; and implementation of suggestions for improving the advising system. The program has been initiated with minimal funding, and improvements have been weighed carefully against the existing financial and human resources of the University. Following are brief descriptions of the four stages.

Stage 1: Institutional reassessment laid the foundation for the study of academic advising. A University Mission Statement, produced in 1979 with broad participation by faculty and administrators, emphasizes the concept of personal development as essential to a Gonzaga education. A 1980 revision of the faculty handbook for the first time elevated advising to a level with teaching and scholarship as a "major faculty responsibility" and supported an holistic approach to meeting student needs in which the faculty adviser was the central figure.

Stage 2: The Academic Vice President appointed a committee of faculty and administrators, including the Director of the Counseling Center, to create awareness of advising through information-gathering surveys of both students and faculty. Seventy-seven out of 105 advisers of undergraduates in the College of Arts and Sciences and the Schools of Business, Education, and Engineering responded, and all 641 students asked (approximately one-third of the undergraduate FTE enrollment of Gonzaga) completed the survey. Survey data confirmed some assumptions but raised new questions about advising effectiveness.

Stage 3: Several faculty members obtained a grant for $1,280, subsequently matched by the University, that assisted in obtaining an outside authority and in planning a two-day conference. Dr. Melvene D. Hardee informed faculty advisers about the history, theory, and current practice of advisement nationally, interacted with teachers who described their advising styles to their colleagues for the first time, evaluated student perceptions of advising for the faculty, analyzed the current statements in University publications about advising, and raised questions about the intent, scope, and practicality of Gonzaga's goals. On the second day of the conference, specialized counseling resources, including the counseling center, campus ministry and career planning offices, described their services and the function and importance of referrals in meeting total needs of students and reducing demands on faculty advisers.

Stage 4: Currently, administration and faculty are working to implement suggestions generated by the conference that include providing training workshops, preparing an advising handbook, and developing a way to evaluate advising.

"Parallel Programs: Academic Advising and Career Counseling"

Presenter: *Lois K. Wark, Science Counseling*
Purdue University

Summary Author: L. K. Wark

"Why am I here?", "Where am I going?", "What do I want to be?", "How do I choose a major?", "Where do I begin?". These are the questions of frustrated and disillusioned students who enter college either unsure of their career choices or unrealistic about their educational goals.

Much wasted time and effort are spent by academic advisers attempting to help a student plan a program of study when the student is confused about his/her career and/or educational direction. Academic advisers are usually the first to identify these questioning students and often feel very responsible for obtaining appropriate help for the students.

A career counseling program has been developed as a parallel function of the academic advisement office in the School of Science at Purdue University. Trained career counselors are part of the Science-Counseling staff and therefore afforded immediate referral of students for aid in making career decisions. These parallel programs are cost-effective because appropriate use of the highly specialized professional skills of both academic advisers and career counselors is made. Wasted time and effort are reduced to a minimum. In addition, vocational and educational reference materials inherent in any sound career

counseling program are readily available to the academic advisers for use with all students who wish to further explore their chosen fields.

When a student is referred to a career counselor by an academic adviser, the student uses the Career Decision Kit, an inexpensive, effective tool developed for use at Purdue University but appropriate for any postsecondary setting. This tool utilizes a step-by-step workbook approach. In consultation with and support from the career counselor, the student comfortably assesses his/her academic abilities, special skills, interests, personality traits and values. After being introduced to basic occupational reference materials, the student does his/her own research to play the "Elimination Game." After reaching an initial career decision, (s)he is referred back to the appropriate academic adviser for specific information about a program of study relating to this decision.

Our society today provides a multitude of occupational choices for young people. Difficulties in making the wisest career selection result from improper self-awareness and insufficient occupational information. The program at Purdue effectively and efficiently provides the opportunity for students to explore both of these dimensions of a sound career decision within the structured framework of a solid academic setting.

"Profiling Your Freshmen: Basis for the Pivotal Point"

Presenters: *Eric R. White and Linda C. Higginson, Division of Undergraduate Studies*
The Pennsylvania State University

Summary Authors: E. R. White and L. C. Higginson

Retention literature indicates that the freshman year is critical to the persistence of students in college. Students leave college because they lack significant contacts with academic personnel and because they do not feel in tune with the academic expectations of the institution. Effective academic advising programs should respond to these critical issues for students.

In order to establish an effective advising program, academic administrators need to know the characteristics of their freshman clientele. Profiling freshmen will provide both academic advisers and their institutions with the data necessary to implement programs which support student persistence.

Along with the high school grades and standardized test results of students, an instrument such as the Educational Planning Survey (EPS) used at The Pennsylvania State University was suggesetd as the mechanism for collection of freshman data. The EPS contains open-ended items pertaining to the student's

family background, reactions to high school academic and out-of-school experiences, expectations and concerns about attending college, dimensions of educational and occupational plans, and reasons for choosing the institution. This instrument provides preparation material for initial academic advising sessions with freshmen as well as the data for creating a profile of the freshman class.

Profiling freshmen has value in various ways:

1. Early projection of student enrollment in courses and majors is possible.
2. Patterns pertinent to the institution's recruitment effort may be determined.
3. Advising programs may be altered to meet the needs of students as they change from year to year.
4. Various institutional programs and services can be altered, if necessary, in light of data provided by the profiling.

The Educational Planning Survey was distributed to all participants at the session. A report of data collected via this instrument from the sample of 3,200 Penn State freshmen was presented. This report indicated that well prepared students were as undecided in regard to future plans as poorly prepared students; that 41% of these students felt that no one influenced their choice of major; that 72% of the students had decided on their majors within the past year; that 82% of the students had little knowledge about their majors; and that 79% of the students had spent little or no time in activities related to their majors.

Various ways that data from an instrument such as the EPS could be analyzed and used were discussed by the presenters and participants.